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ABSTRACT

The original report of this investigation into career development among secondary school teachers was published in Dutch and contained two parts. The first part was a coherent survey of literature about adult (career) development which formed a necessary condition for a justified division into different age groups of teachers involved in the investigation. A summary of this study serves as a preface to the present study. The study investigated the affect of mid-life crisis in teachers on their attitudes toward their work and their satisfaction with their jobs. Detailed discussions are presented on: (1) motives regarding professional choice among future teachers; (2) developments concerning the age build-up of the teacher population; (3) the construction of the evaluation instrument used to survey 2,000 teachers; and (4) results. Discussions in the section on results center around the connection between orientation and satisfaction in relation to age, and differences in job satisfaction as they relate to the subject taught and teaching conditions. A 19-page bibliography, the survey instrument, and the tabulated data relating to it are appended. (JD)

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PREFACE

The original report of this investigation into career development among teachers was published in Dutch and contained two parts.
The first part was a coherent survey of literature about adult (career) development. This study formed a necessary condition for a justified division into different age groups of the teachers involved in the investigation (this investigation was reported in part II). Because it would have been too digressive to translate the entire part I, a summary of this has been added (Introduction, p 2).

In investigations into career development, the division into age groups is hardly ever justified on psychological grounds. The consequence of this is that the division which is used is often clearly contradictory to developmental research. This is regrettable, because these investigations do not contribute as much to the development of our insight in this field as could have been the case. However, even more serious is the fact that some of the investigators, for instance Lowther (1982), use the results of their research, in spite of this, as an argument for or against certain opinions about adult development.
Sarason (1977) remarked once, that the work we do is so much a part of ourselves, that we speak of 'our' work. I hope that this investigation can contribute to the insight that development in one's work cannot be regarded separately from development of the personality.

INTRODUCTION

- Compared with other stages of life there has been little attention within the psychological field for the development of the adult. Many explanations - practical, historical and psychological - can be given for this. However, there does seem to have been a slight change in this over the past few years.
- There appears to be a clear connection between age on the one hand and the nature and quality of the output of the job on the other hand. The age around the 40th year is a sort of changing point in this.
- Around the 40th year a certain reorientation takes place. This is characterized as the transition from
  - extravert to introvert (Jung)
  - outer world to inner world (Neugarten)
  - lyrical to prosaic (Jaques)
- This period of reorientation is referred to as 'midlife crisis'.
- The word 'crisis' in this context means a period of accelerated development in the transition to a next life stage. Because of this a crisis is a necessary condition for further growth.
- Around the 40th year we find in many cases a renewed attention for one's own identity. A way of life is sought which corresponds best with the person one feels to be. In connection with this:
  - values are questioned, which up to then had been accepted automatically,
  - one dares to hold views and behave in a way which is not thought socially desirable by one's environment.
- As will have become apparent from the above, the midlife crisis has a lot in common with the stage of adolescence. Both have to do with the search for one's own identity, and both follow a (latency) stage of strong orientation on the outside world. It seems that, if certain things are not resolved in the adolescent stage (because of social pressure), these begin to form a problem again in the midlife crisis.
- In the midlife crisis one begins to realize that one does not belong to the young anymore.
- Little extensive research has been done concerning the development of

adults. The best known theory is that of Erikson. Even though they are not scientifically tested, his hypotheses are generally accepted. A central place in his views is occupied by the midlife crisis, and in connection with this, by growth toward generativity. If this growth does not take place, he speaks of stagnation.

- The term generativity is meant to indicate a concern and feeling of responsibility for others, especially young people, and because of this the will to help build up the world of tomorrow.
- The midlife crisis is generally situated between the 37th - 42nd year.
- Problems in midlife stage often have consequences for the way of functioning in the working situation. Problems in one's work can also be the cause of a crisis experience in this life stage.
- If the midlife crisis is regarded from the working-point of view it is referred to as midcareer crisis.
- Literature about midlife and midcareer crisis is mainly concerned with men from middle and higher professional groups.
- Until recently the opinion was prevalent in career literature that people first seek the kind of job for which they are fit (exploration stage); the period after this is characterized by 'moving up the ladder' (establishment stage), followed by 'stabilization' after the 40th-45th year (maintenance stage).
- Since about 10 years we see that a professional reorientation around the 40th year is considered more and more usual. In literature concerning stages in career development we find the new term 'renewal stage' for the stage 35-45.
- Especially among men in the higher professions work occupies an important place in their life.
- For people whose work offers a possibility of an individual approach and practising their own norms and values, a job is a means toward self-realization. This applies to professions such as doctors, clergymen, teachers, etc.
- When one cannot find any satisfaction in such a profession (any more) it is impossible to regard one's work as 'just a job'. It requires too much the 'whole person'.
- Success in one's work is important for one's sense of self-esteem. To be

passed out by younger people is a frustrating experience for many.

- The midcareer crisis is characterized at first by the sudden shock that, should one want to change course, one should make haste, or it will be too late. The result of this is often a feverish search for a different job.
- Changes around the end of the midlife transition are concerned with the search for a job that fits the person one 'really' is. Connected with this is a clear need for jobs which will provide room for the newly acquired generativity.

  That is why people who change professions in this stage of life show a clear preference for jobs in the field of welfare and education.
- The absence of a (future) perspective in - among other things - one's job, leads to a variety of psycho-somatic complaints.
- A career change around the 40th year is often hampered by financial causes, especially the high costs of raising teenage children.
- Around the age of forty people make decisions about how they want to organize the rest of their - working - life.
- Possibly it is also because of this that the flexibility and strength to start something completely different seem to diminish considerably after the age of 45.
- Rosenberg and Farrell (1976) hold the view that the development of adults depend on the orientation of the person involved. They distinguish four possible orientations. In connection with the importance of their views for this research, we refer to paragraph 4.1 for a further explanation of their ideas.

The profession of teacher has a few characteristics which are clearly connected with the development one goes through in the midlife stage.

- The realization that one does not belong to the young anymore (also experienced by the pupils) means a completely new situation.
- Because of its nature and content of work the profession of teacher offers every possibility for self-realization. On the other hand this also implies that one cannot disregard this kind of work as 'just a job' when it does not provide any satisfaction anymore.
- A school is not a very hierarchic organization. As a result of this his

working environment does not offer the teacher many opportunities for 'moving up the ladder'. On the other hand this also means less chance of frictions with colleagues because of competition.

- The job of teacher in secondary education offers, as few other jobs do, the possibility of fulfilling the need for generativity.

On account of the close connection that seems to exist between the personal and professional development of teachers, it would have been expected that any research into job satisfaction among teachers would have been conducted from a developmental point of view. Our literature proves that this has not been the case. The explanatory power of such research is extremely low as a result of distinctions in age groups which are in no way connected with ideas concerning the development of the adult (it could be compared with research among youngsters in which an age group of 10 to 15-year-olds is distinguished). Therefore it can hardly serve as a support for our research.

1. INVESTIGATION DESIGN

Because of the fact that the theory concerning adult and career development has hardly been studied in detail, it is not possible to derive hypotheses from such a theory and test them in a research. Therefore this research has an exploratory character: I shall collect data concerning (career) development among teachers and view the results of this research in the light of research and opinions concerning midlife- and midcareer crisis. I hope to contribute to the formation of a theory in this area.
This research project among - over 2000 - teachers concerns the development of:

- job satisfaction (JS). In this I distinguish general JS form JS regarding certain aspects of the teaching profession.
- the orientation (O) of the person involved. Because it does not seem ruled out that the development toward generativity is less common than Erikson suspects, and because his supposition does not have any empirical support, I have looked for a larger diversity in possible developments than the choice between generativity and stagnation. Rosenberg and Farrell (1976) believe in four possible orientations followed by four different developments in the midlife stage, of which generativity as described by Erikson is one. In the first instance I shall subscribe to these four developments and afterwards investigate whether it might be advisable to reduce this number.
- the way in which the person involved experiences the crisis.

For this research JS-scales, O-scales and a crisisscale will be developed. The scores of the teachers on these scales shall be connected in different ways with the age of the people involved, for men and women separately. Besides this I want to examine to which extent other variables besides sex or age have an influence on the JS, O or the experience of crisis among teachers. Connected with this the following variables are distinguished:

- subject one teaches
- whether or not one is a member of the schoolmanagement

In chapter 4 we report on the construction of instruments for this questionnaire research. In chapter 5 the results are given. Because literature about the midlife and midcareer crisis is primarily concerned with men, we directed this research at male teachers in the first instance. During the research we decided to include female teachers as well, for two reasons:

- it offers the possibility to compare the results of the research among men with data about another category of teachers, i.c. women. And vice-versa.
- this material may give insight into the - perhaps - specific characteristics of career development among women.

In this research I direct myself at teachers in secondary education. Teachers who are connected with types of school which follow directly after primary school. The length of these courses varies from four to six years. Therefore it concerns teachers who teach pupils in the age of about 12-18 years old.

In the research described above I try - among other things - to acquire insight into the (career) development of teachers. This is done by means of a cross-sectional research. There are objections to such an approach, but for reasons of time this is often the only approach possible. One of the objections concerns the changing structure of the group at which the research is aimed. For the interpretation of the results of this cross-sectional research it is important to know whether there is a question of teachers leaving education - on different age levels. In connection with this I shall pay attention to data concerning the outflow of teachers from education and the inflow to other functions within the educational system. The results of our investigation shall be related to literature about - among other things - career development. It appears from this literature that men especially find it very important to move on to higher functions. It remains to be seen if this applies to teachers as well. Maybe the profession of teacher is chosen because there is little room within the school for 'moving up the ladder', and therefore very little competition. In connection with this I investigated what the motives are of students to follow a university education: whether it is a question of a clear and well thought-out choice for the profession of teacher.

This results in the following chapter division:

2. Motives regarding professional choice among future teachers
3. Developments regarding age build-up of the teacher population
4. Construction of instruments

5. Results

Chapter 6, the discussion, deals with the significance one can suscribe to this investigation, also in view of the above mentioned literature.

2. MOTIVES REGARDING PROFESSIONAL CHOICE AMONG FUTURE TEACHERS

2.0 Introduction

It is important to know to which extent the professional group we have chosen, viz. teachers working in secondary education, is a specific one; this in connection with the question to which extent we can attach a broader significance to the results that were found, within the framework of the development of the adult in general.
The - perhaps - specific character of this professional group shall be investigated, by checking the motives underlying the professional choice of one category, viz. university trained future teachers. This will be introduced with a survey of research concerning personality characteristics of teachers.

2.1 Personality characteristics of teachers

Pietrofesa and Splete (1975) give a survey of research concerning personality characteristics of all sorts of (future) practitioners of a number of professions, as an aid for making a vocational choice. The underlying idea is: examine the characteristics of these various categories of professional practitioners and then check - or have checked - with which group you identify most. In this book we also find a chapter about teachers.
The traits of (future) teachers that are mentioned most are a certain inclination toward conformism, the need to take care of young people and a low need for achievement. Furthermore the authors point to the fact that the results of the investigations are often - and sometimes radically - contradictory. One of the investigators for instance, draws the conclusion that a high need for achievement is one of the most obvious traits among teachers. Although this lack of unanimity should have been a reason for the authors to present their findings with a necessary reticence, and although it could have been expected from them that they would try to explain these contradictory findings through the characteristics of the investigations concerned, they have however presented the results almost as a caricature and as facts: 'Thus it may be concluded that although there was great variability, teachers as a group were highly deferent, high on order and endurance, and low on exhibition and hetero-

sexuality. This appeared to fit the stereotypic model of the teacher as being sexually impotent, obsequious, patient, painstakingly demanding and socially inept. The child who would be rewarded by such a teacher would be orderly and neat, would follow directions, and would avoid trouble. This description does not reflect the traits of the creative child. The authors felt that one of the chief deterrents to learning, particularly creative learning, might be the teacher himself. This would be a curious anomaly indeed.' (p 57/8) The danger is clear: who would want a job in education after reading this?

Steltmann (1980) investigated the vocational motives of 665 'Lehramtstudenten' of the university of Bonn. He says that this never happened in the past among future teachers in grammarschools because they did not study with a future profession in mind, but because of an interest in the subject. Because there is more attention nowadays in the courses for the professional component and less for the subjects - students acquire qualifications in more than one subject - this could be different nowadays, according to Steltmann. This accounts for his investigation which however proves that there is no difference between these and other university students in pedagogical or in scientific interest. The only differences he found refer to the appreciation for the legal security that a job as teacher offers. 'These differences point to a conservative attitude of those who choose the profession of teacher: it is important for them to find a job with which they are already familiar and which, being a civil service job, guarantees their position in life.' (p 583)

On the basis of research among students in teacher training institutes in England and Australia, Anderson (1974) draws the conclusion that the motives for a vocational choice resemble those of medical students, but that relatively often, as opposed to the latter, there is a choice on the basis of negative considerations: not interested in or capable of other studies. The results of an investigation among future teachers into their personality, vocational choice motives, etc., are often contradictory (Pietrofesa and Splete (1975) and Merz have pointed this out as well). This need not surprise us, when we realize that these investigations are not only concerned with future teachers of various categories of education (varying from Kindergarten to professional education), but that the courses themselves are structured very differently: sometimes we find an exclusively professional training, the other times a scientific education with on top or in between a tiny professional component, if wanted. The latter is the case among university trained teachers in Holland - at least up to now.

2.2 An investigation among future teachers

When we make a connection between literature about the midcareer crisis and the professional development of teachers, it it important to know beforehand whether we are dealing with one distinct category of men and women, to whom it applies that they will feel happy in education, because of its lack of competition. To check this, we held an inquiry among an arbitrary selection of future teachers, who followed the teachers course at the Free University in Amsterdam in 1980/81, divided over the various faculties. In the year in question 225 students attended the course, of whom an arbitrary selection of 99 were asked to fill out the questionnaire (all those who were asked were prepared to fill out the form). Because the numbers can be read as such, no transposition into percentages has taken place.
Table 1 shows the motives of students who attended the teachers training course for their choice of study at the time.

Table 1 Motives of students from the university teachers training for their choice of study at the time.

	men	women	total
When you began your study...			
- you wanted to become a teacher and therefore chose a certain study	7	2	9
- you primarily chose a certain study and realized at the same time that this would probably lead to the profession of teacher	14	20	34
- you primarily chose a certain study and did not think about a profession yet.	29	16	45
- you wanted to choose a different profession than that of teacher, but later changed your mind	7	3	10
No answer	1	-	1
Total	58	41	99

Table 2 shows the reactions of students to the question whether they regard the profession of teacher as a permanent profession for themselves.

Table 2 Expectations of students from the teacher training institutes at the university about the permanent character of their being a teacher, in answer to the question 'If you become a teacher, do you think you will excercise this profession permanently?'

	men	women	total
Yes, permanently	9	4	13
No, but for a longer period of time	20	20	40
No, for a short period of time	23	15	38
No idea	6	2	8
Total	58	41	99

Table 3 gives a picture of the (un)attractiveness of some aspects of being a teacher for future teachers

Table 3 Opinions of students from the teacher training insitutes at the university about the (un)attractiveness of a number of aspects of being a teacher

	men			
	positive	negative	irrelevant	total
Teaching others something	44	0	14	58
Working with young people	49	1	8	58
The subject one teaches	46	5	7	58
Working with other teachers	11	15	32	58
	women			
	positive	negative	irrelevant	total
Teaching others something	31	3	7	41
Working with young people	33	1	7	41
The subject one teaches	32	1	8	41
Working with other teachers	13	6	22	41

It is notable that especially men seem to have been hardly interested in a future vocational choice at the beginning of their study. Once they realize at a later stage of their study that there are few alternatives, they do decide to become a teacher, but - as half of them say - for a short period of time only. Behind the answer 'teacher for a short period of time' a line had been left open with the request to fill in what they expected to do after that. In as far as they were filled in at all, vague answers could be found, such as 'something in industrial circles', 'another professional possibility', 'a job connected with my subject, but outside the educational system', 'a more practical job', etc., and it is not clear to which extent a few years of experience in education brings about a better chance of such a job. There is no question therefore of 'career planning'. 'Working with young people' is seen as the most attractive aspect of being a teacher. Merz (1979) reports a comparable research result among future grammarschool teachers in West-Germany. For young people like these students it is probably pleasant to work with other young people from a comparable background.

It is clear that contacts with colleagues are not seen as one of the big attractions of being a teacher. Investigations show that especially teachers themselves attach a low status to this professional group, and the reactions of the students mentioned above point in the same direction. It is striking that men especially expect very little of the association with colleagues. Perhaps this is connected with the ideal image of the male career prevalent in our society and which implies climbing the social ladder. Those future colleagues clearly do not correspond to that image and moreover form the personification of what they fear.

According to table 1 the interest in a certain subject is the most important factor for determining a choice of studies among these students and because a lot of subjects offer hardly any other professional possibilities than that of teacher, many teachers fall into the profession of teacher through interest for a certain subject.

This however does not mean that these students form an arbitrary group as far as personality is concerned. It is possible, for instance, that these subjects attract a relatively large number of young people who are not very ambitious, and therefore care little for their future profession and

consequently choose a subject that they like or in which they did well in school. On the other hand we should not place too big an importance on this by thinking that they differ clearly in this from students in most other subjects. Dutch students on the whole choose their study rather care-free - until now? - and those who become teachers are no exception. Although I do not rule out the possibility that certain personality traits occur more among (future) teachers than average, it can still be stated that the profession of teacher is not really chosen and that the people involved do not consciously seek the peculiarities of that profession.
This is an important axioma of this research, because it implies that teachers are 'ordinary human beings' who go through a development which makes them seek a different job.

3. DEVELOPMENTS CONCERNING THE AGE BUILD UP OF THE TEACHER POPULATION

3.0 Introduction

In this research a connection shall be made between various data concerning teachers of different ages. If it should appear, for instance, that job satisfaction[1] is higher among a certain age group of teachers than among their younger colleagues, then this could be the result of the (possible) fact that dissatisfied teachers leave the profession of teacher for an other job relatively often. In other words, for the sake of the interpretation of the research results it is important to know to which extent an outflow from the teacher population takes place. In connection with this I shall first give information about the age build up among the teacher population (3.1). Then I shall pay attention to the age build up of the people who leave the profession of teacher and next to a few factors that are responsible for this. In the first place this concerns the retirement on medical grounds among older teachers (3.2.2), in the second place the the flow into functions outside the educational system (3.2.3) and in the third place the flow into higher functions within the educational system (3.2.4).

3.1 Age build up of the teacher population

It is important to know to which extent the job of teacher is a full time or a part time job for teachers of various ages, because this can influence the JS. When the amount of weekly teaching hours amounts to at least 18 (a full time job takes 29 hours a week teaching), we can speak of a full time job. Table 4 shows the age build up of the teacher population divided into sex and extent of the function.

58% of the male teachers is younger than forty. This percentage is even higher among women, viz. 64%.

14% of the men have a part time job, 52% of the women.

Men with a part time job occur mostly among people younger than 30. Where women are concerned we see a relatively large amount of part time jobs in the age group between 30 and 45 years.

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[1] in future: JS

Table 4 Age build up of teachers employed in secondary education per 1-9-1979

	all teachers		full time job		part time job	
	men	women	men	women	men	women
N =	40.311	13.644	34.544	6.613	5.767	7.031
	%	%	%	%	%	%
age						
-24	2	6	1	6	7	6
25-29	15	24	13	26	28	22
30-34	22	19	22	17	20	21
35-39	19	15	20	13	12	18
40-44	14	12	15	10	9	13
45-49	11	10	12	10	7	9
50-54	8	7	8	8	6	5
55-59	5	4	5	6	6	3
60-64	4	3	3	4	4	2
65-	0	0	0	0	1	0
Total	100	100	99	100	100	99

3.2 Outflow of teachers

3.2.1 Age build up of the outflow

Table 5 shows the outflow of teachers of various ages, divided into sex and extent of job. It involves teachers who were employed in secondary schools per September 1, 1978, and who stopped a year later.

Among teachers for whom the profession of teacher is a part time job the outflow is much bigger than among other teachers; this applies to men as well as women.

Regarding the outflow among male teachers for whom the job of teacher is a full time job against the light of career development literature, the following is notable.

The relatively large outflow among teachers younger than 30 fits the search inherent to the 'exploration' and 'trial' stages (Super, 1957) in a career. Next follows the period of 'establishment' which lasts from the age of about 30 till 40-45. In - more recent - literature about the midcareer crisis the need for a new challenge at the end of this period is pointed out. This career stage - called 'renewal stage' by Murphy and Burck (1975) - would be situated around the 40th year and be characterized by the sudden

Table 5 Outflow of teachers employed in secondary education in the period 1-9-1978/1-9-1979

	all teachers				full time job				part time job			
	men		women		men		women		men		women	
	N	%[1]	N	%	N	%	N	%	N	%	N	%
age												
-24	191	18	192	18	62	10	51	11	129	28	141	25
25-29	595	9	520	16	227	5	110	7	368	24	410	26
30-34	440	5	307	13	201	3	61	6	239	21	246	17
35-39	231	3	194	10	106	2	28	4	125	18	166	14
40-44	160	3	116	7	82	2	19	3	78	16	97	11
45-49	133	3	78	6	64	2	11	2	69	18	67	11
50-54	131	4	77	9	71	3	17	3	60	17	60	16
55-59	133	7	87	14	63	4	34	8	70	24	53	23
60-64	416	26	114	26	308	23	57	21	108	41	57	37
64-	103	65	34	60	48	61	15	65	55	70	19	56

[1] in percentages of the numbers of teachers in that particular age group

shock that, should one want to change course, one should not wait too long because otherwise it will be too late. On the ground of this, one would expect higher outflow percentages for the age group between 35 and 40 than for the stage before that. This does not seem to be the case. These numbers do not confirm the existence of a 'renewal stage' for teachers.

When we direct our attention to those for whom the profession of teacher is a full time job, we see that on the whole the percentage of teachers that leave education is higher among women than among men. Younger and older teachers leave education relatively often. As far as the latter are concerned, the following.

3.2.2 Disablement among older teachers

The growing outflow among - male as well as female - teachers in the age of 50 years and older can be connected with the high disablement of older teachers. Table 6, based an Goudriaan c.s. (1982) gives the odds that a 50-year old teacher is discharged as medically unfit before his 65th year, with the corresponding percentages for all professional groups as a comparison.

Table 6 The chance that somebody of 50 years old is discharged as medically unfit before his 65th year.

	men	women
Secondary education	54,4 %	71,4 %
Other professional groups	37,8 %	57,8 %

Based on Goudriaan c.s., 1982

It is clear, that among teachers of both sexes we find a relatively high percentage of people declared medically unfit among the elder. This phenomenon does not confine itself to Holland. In America there is a special name for it, 'teacher burn out', which points to the common character of this phenomenon.

3.2.3 Flow into functions outside the educational system

In the course of the seventies the job alternatives (e.g. in universities, teacher training institutes, CITO (the Dutch equivalent of the American Educational Testing Service), Pedagogical Centres, etc.) for teachers increased strongly. If it is true, that the stage around the 40th year is the last one in which we find the need for a new challenge, then this would mean that teachers who were around 40 or younger in the seventies profited more than their older colleagues by these new career possibilities (this stage, is followed by the so called 'maintenance stage', from the age of 45 to 65, in which no important changes are sought). This assumption was confirmed through analysis of the IPTO files (Integral Employee Census Education). It transpired for instance that 55% of the men who graduated from the university in the years 1946-1951 in the subjects Dutch, French, German, English or the Classics, were employed in education in September 1979. The percentage of the - more recent - graduation years 1952-1956 is lower: somewhat below 50%[1]. The latter, not older than 40-45 years of age at the

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[1] At first sight this difference does not seem very spectacular. One should realize that at the time of the census the oldest group was about 55-60 years old, in which period an average of 7% drops out per year (see table 5). Corrected for this, one could have expected the following percentages: 35% (instead of 55%) and 50% resp.

time of the increase of job alternatives profited more from this than their somewhat older colleagues.
Another way in which we collected data concerning the relationship between age and the need for a different work environment was the analysis of data of teacher applicants for such a job alternative.

One of the alternatives for the profession of teacher is that of professor at a university. In the course of 1980-1982 there were a few vacancies for such a function at the teacher training institute of the Free University in Amsterdam. Among other things the following qualifications (requirements) were asked of applicants: they needed to have a teaching qualification and experience as a teacher in secondary education.
Table 7 shows the age build up of the - 84 - applicants.

Table 7 Age build up of teachers who apply for a job as professor at a university teacher training institute in the period 1980-1982

age	men	women
-24	1	-
25-29	6	4
30-34	22	11
35-39	18	4
40-44	4	3
45-49	4	1
50-	4	2
Total	59	25

The age construction of table 7 should not be seen as an indication for the age build up in general of teachers who apply for a different job. Because experienced teachers were requested to apply, this will have been a reason for many young people who could not meet these demands not to apply. One can assume that young teachers are clearly underrepresented here. In view of this function requirement it is even more notable that so few 'elder' teachers applied for this job.

3.2.4 Movement between jobs within the educational field

Table 8 shows the division between men and women of executive functions within education.

Table 8 Division of secondary teachers over various functions

	Men (N = 40311) %	Women (N = 13644) %
Teacher	89.9	98.5
Principal/Headmaster	3.5	0.3
Vice-principal/Assistant headmaster	6.7	1.2
Total	100.1	100.1

It is clear that female teachers are relatively underrepresented in executive functions within the school. Another possible form of movement within the educational system is that from teacher in primary education to teacher in secondary education. Table 9 shows the age build up in percentages of teachers employed in elementary education and of teachers employed in secondary education, in the school year 1979/80, divided into sex. Transposition of table 9 into a diagram yields figure 1 as a result.

Table 9 Age build up of male and female teachers

age	elementary education		secondary education	
	men (N = 34970) %	women (N = 28332) %	men (N = 19948) %	women (N = 5233) %
20-24	10	22	1	4
25-29	29	26	14	24
30-34	30	15	24	23
35-39	16	11	20	17
40-44	7	9	14	11
45-49	4	7	10	8
50-54	3	5	8	6
55-59	1	4	6	4
60-64	1	1	3	2

The difference in the age build up between elementary school teachers and secondary school teachers among men and women respectively raises the suspicion that the profession of elementary school teacher is more an 'Aufstiegsberuf' ("moving-up-the-ladder-job") for men than for women.

Transposition of table 9 into

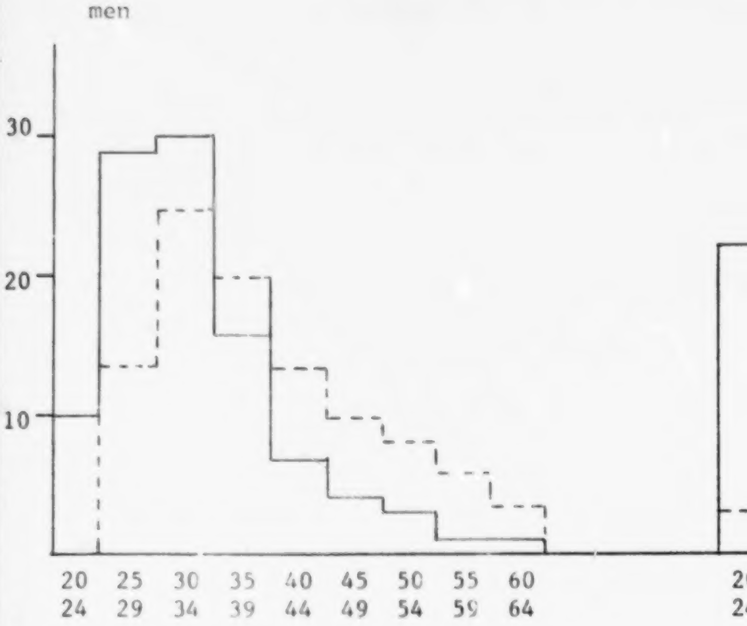
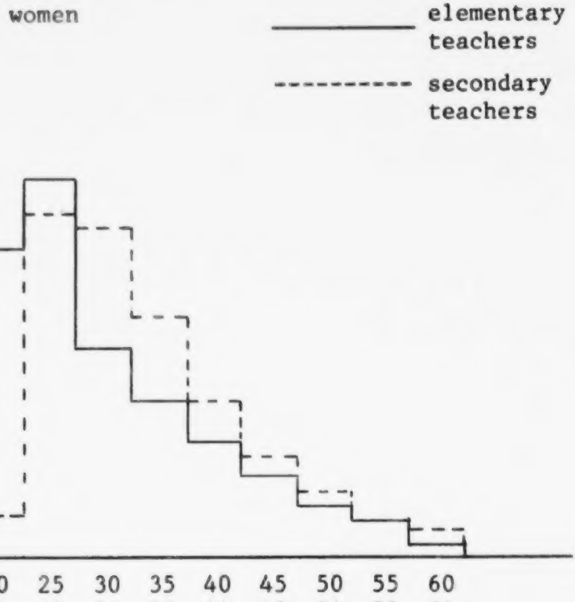


Figure 1 Age build up of ma

a diagram yields figure 1



le and female teachers

3.3 Summary

The most important data that can be detracted from this chapter are, in short, the following.

- About 60% of all secondary school teachers are younger than 40.
- For female secondary school teachers the job of teacher is a part time job in 52% of the cases. For men this is the case in 14%.
- The profession of teacher in secondary education is relatively often a part time job among male teachers younger than 30 and among female teachers in the age of 30 to 45.
- The outflow in percentages from the educational system is significantly higher among women in all age groups between 25 and 60 than among men.
- The outflow of men as well as women for whom the profession of teacher is a part time job is relatively high.
- The outflow after the 50th year as a result of disablement is relatively high among teachers in secondary education. The disablement figures for women are higher than those for men.
- Teachers in the age of 40 to 45 and older do not seem to be interested in a different job.
- The extent in which teachers could leave the educational system in the past, has not always been as high for all categories. Especially for older teachers there were few job possibilities at a time that this would have been attractive for them.
- The movement of women into higher functions in the educational system is low, compared to men.

4. CONSTRUCTION OF INSTRUMENTS

4.1 Purpose of the instruments

Rosenberg and Farrell (1976) hold the view that the way in which the adult develops, depends on the orientation of the person involved. They distinguish four possibilities in this (see figure 2).

Figure 2

	Open Confrontation with Crisis	Denial of Crisis
Satisfied	1. Assess past and present with conscious sense of satisfaction. Few symptoms of distress. Open to own feelings. Acceptance of outgroups. Feels in control of fate.	2. Overtly satisfied Attitudinally rigid. Denies feelings. High authoritarianism. High on covert depressions and anxiety. High in symptom formation. Merton's Ritualistic Conformer
Dissatisfied	3. High alienation. Active identity struggle. Ego-oriented uninvolved interpersonally Low authoritarianism.	4. Highest in authoritarianism. Conflict with children. Dissatisfaction associated with environmental factors.

Rosenberg and Farrell, 1976, p 165/166

These four possibilities have been operationalized by me in the form of four (O)rientation scales. The questions with which these are constructed, refer as much as possible to the work or the work situation of teachers[1]. Next to this a series of questions were constructed to measure the (J)ob (S)atisfaction. These questions are part of a general JS scale and 5 subscales concerning the most important aspects of the profession of teacher. These instruments are meant to gain insight in the development of JS among teachers in secondary education and to find possible relations between orientation on the one hand and the development of JS on the other hand.

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[1] The wordings are usually derived from statements made by teachers in interviews held prior to this research.

4.2 Construction of the scales

The JS scales

The general JS scale is meant to determine the degree in which someone is satisfied with the profession of teacher on the whole. The sub scales refer to the following job aspects:

- school management (appreciation for and understanding with the management)
- content (teaching and other contacts with pupils)
- working conditions (facilities, wages, and working hours)
- colleagues (appreciation for and understanding with colleagues)
- promotional opportunities

The scales consist of statements to which the teachers are asked to respond on a five-point scale, ranging from 'completely in disagreement with' to 'completely in agreement with'.

The orientation scales

The orientations distinguished by Rosenberg and Farrell were operationalized; where this was possible in terms of the work situation of teachers. The result was the following four provisional scales.

Figure 3

	Confrontation	No confrontation
Primarily concerned with others	scale 7	scale 8
Primarily concerned with oneself	scale 9	scale 10

Pretest

The questions on the 10 scales were arranged in an arbitrary fashion to form a questionnaire of a total of 100 items. Besides answering these, the respondents were asked to indicate to which age group they belonged. They could choose any of the following possibilities: 30 years and younger, 31 to 35, 36 to 40 etc., up to 61 to 65. Because at first the research was

aimed exclusively at male teachers employed in secondary education, the questionnaire was pretested in this group.
From a total of 270 questionnaires, 192 were returned. Because 37 questionnaires arrived back too late, the pretest refers to 155 male teachers.

4.3 Analysis of the scales

4.3.1 Work method

The JS scales refer to well known factors (Vroom, 1964). Therefore, in the analysis of the pretest data I confined myself to calculating the reliability of the separate items (Rir) and the homogenity of the scales (Cronbach's alpha)
Concerning the O scales, all I had was the presumption of a certain conceptual structure. Through factor analysis I checked in how far this presumption was correct or had to be adjusted.

4.3.2 Job satisfaction scales

It seemed digressive and unnecessary to report the result of the pretest in detail, especially since these results are given as far as the definite form is concerned. Here therefore, attention is paid only to the results that made me change the original scales or items. It is desirable however to give more information at this point about the content of the JS scales, in order to be able to follow the argument. I shall therefore anticipate on the final test (N= 2057) and give the results of the scale and item analysis in question in this paragraph. It is important to know that while the pretest was tested among 155 men, the final test took place among a total of 2057 teachers, 549 of whom were women.

Scale 1 General job satisfaction
The reliability of the pretest was .89. Because I wanted to limit the length of the questionnaire as much as possible, the - two - items with a Rir lower than .40 were dropped. This resulted in a general JS scale of 14 items, shown below, of which 7 were formulated in positive terms and 7 in negative terms. The results of the final test follow below (N = 2057).

Table 10 General job satisfaction; scale and item analysis

Item no.	Mean score	Variance	Rir
1. For me there is no better job than that of teacher	2.77	1.13	.59
7. As a teacher it is difficult to find satisfaction in one's job	2.22	1.03	-.54
14. The advantages of being a teacher are greater to me than the disadvantages	3.86	0.69	.50
21. I have wondered now and again whether I would have been better off if I had chosen a different profession	3.03	1.48	-.63
28. If I could do everything over again, I would certainly become a teacher again	3.29	0.99	.70
35. If I got the chance I would take another job	2.54	1.09	-.70
41. I am proud of my profession	3.34	0.78	.42
48. I sometimes regret having become a teacher	2.45	1.24	-.72
54. Compared with other professions, that of teacher offers a lot of satisfaction	3.06	0.75	.57
61. I would never advise my son to become a teacher	2.47	0.78	-.46
68. I am very satisfied with my profession	3.51	0.78	.74
75. The tensions of school often have a negative effect on my private life	2.91	1.19	-.36
82. No profession has so many positive sides as that of teacher	2.41	0.64	.50
93. Sometimes I find my work very hard	3.48	1.03	-.41

Reliability (Cronbach's alpha) .89 Standard deviation 8.72

Scale 2 School management

The reliability of the pretest was .78. I decided not to alter anything. The results of the final test follow below (N = 2057).

Table 11 School management; scale and item analysis

Item no.	Mean score	Variance	Rir
5. The school management doesn't support me enough in conflicts with pupils	2.19	0.95	-.49
26. Every teacher in my school can count on the support of the school management	3.42	1.05	.63
46. I feel that the school management likes me	3.84	0.55	.53
66. The school management doesn't consider teachers enough in it's policy	2.50	0.81	-.60
87. The school management excercises a certain pressure on teachers	3.00	0.98	-.49
91. School management and teachers in my school have a pleasant relationship	3.70	0.76	.62

Reliability (Cronbach's alpha) .80 Standard deviation 3.91

Scale 3 Content

The reliability of the pretest was .86. The Rir's did not give rise to any changes. The scale consists of 8 items. The results of the final test follow below (N = 2057).

Table 12 Content; scale and item analysis

Item no.	Mean score	Variance	Rir
12. I often find teaching unpleasant	2.07	0.73	-.52
19. I enjoy explaining something to a class	4.11	0.43	.24
33. During classes I often feel tensed	2.44	0.98	-.51
39. In general my contacts with pupils are pleasant	4.03	0.34	.35
59. I find it strenuous to teach daily	2.53	0.93	-.53
73. After the summer holidays I long to see the pupils again	2.97	0.85	.35
80. I find teaching very fascinating	3.83	0.56	.50
95. I often feel relieved after the last class of the day	3.22	0.99	-.54

Reliability (Cronbach's alpha) .75 Standard deviation 4.09

Scale 4 Working conditions

The reliability of the pretest was .64. The Rir of one of the items was extremely low: .09. The text of this item was: 'I highly value the long holidays'. Some of the respondents reacted to this item with comments like: you need these holidays for preparatory work, catching up with professional knowledge, etc. It is therefore natural to suppose that negative reactions to this item are meant to indicate that the teachers involved did not feel that the periods in which the schools are closed should be referred to as holidays for the teachers themselves. On the ground of this ambiguity it was decided to replace this item.

The results of the final test follow below (N = 2057).

The change can be called succesful, as far as this item (96) is concerned. The reliability of the scale on the whole has hardly increased. In this context I would like to point out again that the pretest took place among men only. It is not improbable that this is the cause of the hardly increased reliability.

Table 13 Working conditions; scale and item analysis

Item no.	Mean score	Variance	Rir
6. I find my salary very reasonable	3.80	0.82	.42
27. Compared to other professions, the job of teacher is badly paid	2.35	0.84	-.43
47. If I want things in school regarding equipment, library, etc., it is often thought too expensive	2.85	1.00	-.27
67. As a teacher one has an adequate amount of free time	2.66	1.32	.40
81. The equipment in my school is very well organized	3.22	1.11	.32
96. A teacher has little time for himself or his family	2.73	1.10	-.42
Reliability (Cronbach's alpha) .65		Standard deviation 3.66	

Scale 5 Colleagues

At first this scale consisted of 5 items. The reliability of the pretest was not very high, viz. .53. This could not not be put down to certain individual items. It was decided therefore to extend the scale with the items 25 and 64. The results of the final test follow below (N = 2057).

Table 14 Colleagues; scale and item analysis

Item no.	Mean score	Variance	Rir
13. I have little contact with my colleagues	2.19	0.89	-.53
25. I don't think I have been unlucky as regards my colleagues	3.93	0.58	.57
34. I have many good friends among my colleagues	3.07	0.95	.45
53. The relationships with colleagues are excellent in my school	3.40	0.79	.52
64. I usually don't like working together with colleagues	2.11	0.57	-.33
74. If there are problems, one can't expect a lot of support from one's colleagues in school	2.38	0.68	-.51
92. I like talking about work to my colleagues	3.82	0.50	.36
Reliability (Cronbach's alpha) .75		Standard deviation 3.72	

The addition of the two items did indeed have the desired effect: the reliability was heightened and brought to .75.

Scale 6 Promotional opportunities

The reliability of the pretest was .75. The Rir's did not give rise to changes either. The scale consisted of 4 items. The results of the final test follow below (N = 2057).

Table 15 Promotional opportunities; scale and item analysis

Item no.	Mean score	Variance	Rir
20. There are enough promotional opportunities for teachers	2.51	0.96	.46
40. Once you've become a teacher, it is difficult to leave the job	3.74	0.83	-.44
60. There are hardly any possibilities for the teacher who wants to change his/her job	3.87	0.76	-.44

Table 15 (continuation)

Item no.	Mean score	Variance	Rir
88. If you want to, you can move higher up as a teacher	2.63	0.83	.51
Reliability (Cronbach's alpha) .68		Standard deviation 2.63	

4.3.3 O scales

Factor analysis

I intended to check if the 4 factors[1] we presupposed did indeed exist, or that certain categories had to be put together. Factor analyses were executed, aimed at the extraction of 2, 3, 4 and 5 factors. By analyzing on 5 factors, I kept open the possibility of the existence of more than 4 factors, but on the basis of literature this seemed improbable.
The dimension 'open or not open for confrontation' is generally accepted in the psychological literature under many different names, one of which is Erikson's 'growth versus stagnation'. The dimension 'concerned or not with others' is relatively new. Because I felt reasonably successful in 'translating' this dimension into concrete questions concerning the work situation of teachers, I thought it at least worthwhile to investigate the validity of this fourfold division for this group.
It appeared after factor analysis that 3 clear and interpretable factors can be distinguished which are related closely to the orientations as they were operationalized.

Table 16 Orientation; factor analysis

Factor 1			Factor 2			Factor 3		
item no	scale no	loading	item no	scale no	loading	item no	scale no	loading
29	7	.70	11	10	.70	23	8	.67
62	7	.67	68	10	.66	77	8	.66
83	7	.62	65	10	.65	43	8	.61
30	8	.60	94	10	.58	37	8	.58
36	7	.60	69	7	-.58	50	8	.53
76	7	.60	4	10	.54	2	8	.48

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[1] See fig. 2, p 23

Table 16 (continuation)

Factor 1			Factor 2			Factor 3		
item no	scale no	loading	item no	scale no	loading	item no	scale no	loading
24	9	.58	57	9	-.54	9	8	.44
84	8	.54	17	9	-.52			
51	9	.54	55	7	-.49			
22	7	.52	79	10	.48			
85	9	.50	32	10	.47			
8	7	.49	18	10	.47			
10	9	.49	3	9	-.46			
42	7	.48	44	9	-.45			

The factors 1 and 2 are mainly constructed from scales 7 and 10 resp.[1] We pointed out earlier that they show a strong resemblance to Erikson's characterizations growth and stagnation resp. Erikson regards these developmental possibilities as the tail-ends of one particular dimension.
The fact that factors 1 and 2 appear in this analysis as independent factors, means that they do not form the extremes of one particular dimension, but that they both represent independent dimensions. In principle therefore it is possible that someone could have a high score on both factors. However, the scales operationalized in the research are not completely independent. We see that some items with a high positive load on one factor have a high negative load on another factor. An investigation into the relationship between factor 1 and 2 yielded a correlation of -.44 (N = 2057). This also points to quite a high interdependence of the two factors in the form in which they were operationalized.

The labeling of the various orientations

It is possible to distinguish 3 orientations concerning the attitude of the teacher towards his/her work, on the basis of the analysis of the O scales. To come to a labeling of these orientations which is as adequate as possible, I will take as a starting point the ideas as they are formulated in the items concerned.

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[1] See fig. 3, p 24

Factor 1

The items that load highest on this factor, have the following content:

- wanting to mean something for others; feeling responsible for the upbringing of young people; striving for a relationship built on trust; willing to take time for others.
- work should have a value for one's own, personal growth; people should be able to be themselves in their work; willing to scrutinize one's own behaviour; not avoid confrontation with oneself.

For a person who scores high on this factor the development of the individual, of other people as well as himself, occupies a central place. An involvement with others goes together with a certain involvement in oneself. In future this factor will be called 'personal orientation' because of the central position in which the personality development of teacher and pupil are placed.

Factor 2

The items that load highest on this factor, have the following content:

- there should be a certain distance between teacher and pupil; some colleagues show an exaggerated sympathy for certain pupils; pupils should respect their teachers; they will try - if they can - to fool you.
- A teacher's task is primarily passing on knowledge; knowledge of psychology therefore is of secondary importance, his task isn't that of a youth counsellor, he should act as rationally as possible, and keep his personal opinions outside the classroom.

These opinions bring to mind notions as 'teacher centred' and 'subject centred'. Both descriptions however are not fully justified. They suggest that within the pedagogical triangle of teacher, pupil and subject matter, the second hardly gets any attention. Above mentioned notions can be explained however, by a certain vision concerning the aim of education, which has consequences for all three elements of that pedagogical triangle. We could refer to this factor as 'competent orientation' where the sort of competence which has a central position in this factor is professional knowledge in a disciplinary sense.

Factor 3

- is interested in management aspects of education, both on meso level (teachercorps, school amanagement) and on macro level (national politics, teachers union, inspection).
- enjoys activities such as meetings and being chairman at meetings.

We shall call this factor 'structure orientation'.

Scale and item analysis of the O scales

Below follow the results of the final test (N = 2057).

Table 17 Personal orientation; scale and item analysis

Item no.	Mean score	Variance	Rir
8. My most important task as a teacher is to guide young people on their way to adulthood	3.68	0.98	.42
10. As a teacher one shouldn't avoid confrontation with oneself	4.14	0.51	.35
22. When pupils come to me with personal problems, I give them all my time	4.18	0.45	.42
24. It is important that one's work contributes to one's personal growth	4.04	0.49	.35
29. I think it's important to mean something to pupils personally	3.98	0.49	.49
30. I'm always willing to help organize extra-curricular activities	3.53	0.99	.39
36. The satisfaction one gets from helping to educate young people makes up for a lot of things	3.40	0.71	.44
42. I have little contact with individual pupils	2.36	0.86	-.44
51. School should provide teachers and pupils with the opportunity to be themselves	3.93	0.64	.32
62. I find it fascinating to see how children develop in the course of time	4.11	0.39	.49
76. The relationship between teacher and pupil should be based on mutual trust	4.26	0.35	.37
83. Contact with young people is the most satisfying aspect of being a teacher	3.60	0.68	.51

Table 17 (continuation)

Item no	Mean score	Variance	Rir
84. I am worried about the future of the present generation of pupils	3.79	0.61	.42
85. I find it fascinating to analyse my conduct after conflicts with pupils	3.41	0.80	.41

Reliability (Cronbach's alpha) .79 Standard deviation 5.83

Table 18 Competence orientation; scale and item analysis

Item no	Mean score	Variance	Rir
3. One shouldn't show one's emotions as a teacher	2.03	0.84	.33
4. Pupils should respect their teachers	3.75	0.69	.35
11. Pupils should be allowed to join a committee for the appointment of teachers	2.28	1.40	-.53
17. I shall never participate in a sensitivity training	3.44	1.44	.33
18. A teacher isn't a youth counsellor	3.42	1.18	.47
32. For a teacher, knowledge of one's subject is more important than knowledge of didactics and psychology	2.55	0.96	.39
44. Pupils have nothing to do with my personal opinions	2.24	0.87	.46
55. If they get the chance, pupils will always try to fool you	2.62	1.06	.31
57. As a teacher one should strive towards acting as rationally as possible	2.90	0.94	.44
65. Pupils should have a vote in the appointment of teachers	2.41	1.44	-.53
69. My most important task is to teach pupils my subject	3.25	0.97	.47
79. Changes in the educational system are hardly ever improvements	2.69	1.04	.43
86. There should be a certain distance between teacher and pupil	3.54	0.82	.52

Table 18 (continuation)

Item no	Mean score	Variance	Rir
94. I think many teachers are exaggeratedly understanding about the behaviour of certain pupils	2.77	0.94	.76
Reliability (Cronbach's alpha) .81		Standard deviation 7.63	

Table 19 Structure orientation; scale and item analysis

Item no	Mean score	Variance	Rir
2. The job of educational specialist in Parliament seems an attractive one to me	2.24	1.16	.44
9. I think meetings of the teachers-board and the like are a waste of time	2.67	1.18	-.22
23. I would not like to be an inspector of education	3.45	1.41	-.41
37. If I were asked to do things for a teachers union, I would definitely refuse	3.05	1.12	-.36
43. I like being chairman at a meeting	2.50	1.08	.49
50. I find little attraction in the school management's work	3.18	1.27	-.47
77. It seems interesting to me to be a member of a school board	2.56	1.09	.53
Reliability (Cronbach's alpha) .71		Standard deviation 4.58	

Because the data for factor analysis came from male respondents only, we calculated the reliability of these scales for both sexes separately. The reliability indices for men (N = 1503) and women (N = 549) on these three scales respectively were . 79 .80 .71 and .79 .81 .69. It is obvious that the reliability of these scales for men and women is almost the same.

4.3.4 Relation between age and score

In this research the factor age plays an important role. That is why I wanted to maintain these items in the final questionnaire that discriminated most strongly where this factor was concerned.

I went to work as follows. The average scores were calculated per item for the following age groups: 35 and younger, 36-45 and 46 and older. If the maximum difference between two of these groups was at least 0,50, this item was maintained in the final questionnaire, even if it had been dropped on the ground of the scale analysis.

The following items were maintained for this reason:

Item no 49. The task of teachers and parents is basically the same.

Item no 58. Pupils want to be treated as adults, even though they cannot handle that responsibility

Item no 63. The school management should leave teachers as free as possible.

Item no 71. I'd rather avoid emotional conflicts

Item no 72. Pupils don't really appreciate one's efforts as a teacher.

Item no 89. The profession of teacher is not more difficult than other professions with a similar level of education.

Furthermore I decided to add another item which enquired how long the respondent thought he would remain a teacher:

Item no 15. I think I shall remain a teacher for the rest of my - working - life.

4.3.5 Scale 10 A crisis scale

In literature concerning adult development it is generally thought that in certain life stages crises take place on a relatively large scale. It was not until a later stage that this 'crisis scale' was added. There are no pretest data available for this scale.

The term 'crisis' refers to an acceleration in the developmental process. Therefore items of this scale refer mainly to changes that one observes or thinks one observes in oneself or in one's surroundings. Below follow the results of the test (N = 2057).

Table 20 Crisis scale; scale and item analysis

Item no	Mean score	Variance	Rir
16. My relationship with pupils has changed over the last few years	3.37	0.98	.26
31. During the last few years I started thinking more about my functioning as a teacher	3.60	0.74	.36
38. Lately I feel more tensed than a few years ago	2.60	1.22	.47
45. I would like people to accept me the way I am	3.93	0.53	.05
52. Pupils have changed a lot over the last few years	3.45	0.98	.32
56. I like my work more and more	2.93	0.81	-.34
70. Lately I've begun to think more about the way I want to arrange my life	3.35	0.89	.37
78. At night in bed I often lie awake worrying	2.17	1.04	.33
90. I think it is good for me to remain a teacher	3.42	0.71	-.25
Reliability (Cronbach's alpha) .63		Standard deviation 4.23	

In the post hoc analysis it appeared that item 45 did not function in this scale. This is understandable in view of the comment some of the respondents gave on this item. The statement 'I would like people to accept me the way I am' contains the suggestion that this is not the case (a suggestion we meant it to contain). Many respondents marked the column 'completely in agreement with' and gave comment in the nature of 'I don't only want it, but it happens too'. Others commented - very justified - that the question shouldn't be whether one agrees with this or not, but whether this is the case or not.

I count myself lucky that apart from the one item 45, the absence of a pretest did not have disastrous consequences for the quality of this scale.

In table 21 a schematical overview of the construction of instruments is given.

Table 21 Schematical overview of the construction of the

	Pretest (N = 155)[1]	
scale	number of items	homogenity (Cronbach's alpha
General JS	16	.89
School management	6	.78
Content	8	.86
Working conditions	6	.64
Colleagues	5	.53
Promotional opportunities	4	.75
Orientation 7	13	factoranalysis
Orientation 8	13	resulting in
Orientation 9	14	3 scales:
Orientation 10	15	
Crisis		no pretest
Various items		
Total	100	

[1] men only; [2] including 549 women; [3] for men and women sepa

instruments

			Final test (N = 2057)[2]	
a)	rejec-ted	added	number of items	homogenity (Cronbach's alpha)
	2	-	14	.89
	-	-	6	.80
	-	-	8	.75
	1	1	6	.65
	-	2	7	.75
	-	-	4	.68
	personal		14	.79[3]
	subject competent		14	.81[3]
	structural		7	.71[3]
			9	.63
		1	7	
			96	

arately: .79 and .79/.80 and .81/.71 and .69 resp.

4.4 Questions concerning personality and working situation

Below follow the data into which we inquired.

PLEASE FILL IN THE FOLLOWING QUESTIONS ABOUT YOURSELF:

Year of birth .... ___

Sex .... m/f

Which qualification(s) do you have and in which year did you obtain them?....................

diploma	year

Which subject(s) do you teach? .... ______________

Which type of school do you teach (mainly)? ______________

Do you have children? .... yes/no

Do you have at least two years of teaching experience? .... yes/no

Thank you very much for your cooperation. As soon as the results of this research are known, they will be made known through the contact person at your school.

Above mentioned quesitons are concerned with the relation between age and opinions about work among teachers. If you wish to make any complementary remarks about this, or with reference to certain questions, we would highly appreciate this.

Explanation: to have children or not is a piece of information important for two reasons:

- Erikson connects having children with the nature of the development one goes through.
- Having children can be important for the career, for reasons of time and money.

Some questions refer to the situation such as that has developed in the course of time. The question about teaching experience makes it possible to exclude newcomers, if required.

There were no questions about a. being married or not
b. the amount of teaching hours

Ad a. It may be assumed that on the whole there are differences between married and unmarried people concerning the importance they attach to their work. But this will probably apply to other cohabitation forms as well, such as being divorced or not, etc. We feel that in a questionnaire it is not wise to ask for more - especially personal - information than is strictly necessary, since this increases the chance of non-participation. That is why these kind of questions were not asked.

Ad b. Originally this research was aimed solely at men and our questions were concentrated on the development of opinions and job satisfaction in the course of the career. Apart from beginning teachers, almost 90% of the male teachers has an - almost - full time job. For this reason I did not think it important to inquire about the number of teaching hours that were given. With the extension of the research with women, I regret that I did not think of doing this as yet.

4.5 Structure of the sample

From lists of addresses of secondary schools a number of schools were arbitrarily selected. These schools received a letter in October 1982 containing information about the nature of the research and the information that the school management would be approached by telephone with the request to cooperate in this research. About a week later the headteacher was approached. Most of the reactions were positive and resulted in a request for questionnaires for 3564 participants.

The number of forms that were returned was 2103, or 59% of the teachers involved. The number of questionnaires returned in time was 2057.

The willingness to answer a list with - a certain sort of - questions depends no doubt on the personality of the person involved. In view of the nature of this research it seemed important to check in how far the respons depended on other than personal aspects concerning the teachers involved. It became clear from a number of reactions that the promised cooperation of the school management could differ widely. It transpired to vary from a warm written recommendation which was added to each questionnaire, to the remark in the teachers room that whoever felt the need to cooperate in the research could pick up a questionnaire in the secretary's office. Therefore, in the letter with which we thanked the schools for their cooperation, we added a slip with the request to fill in approximately how many percent of the teachers had filled in the questionnaire and to return this to us. Figure 4 gives a survey of the acquired information.

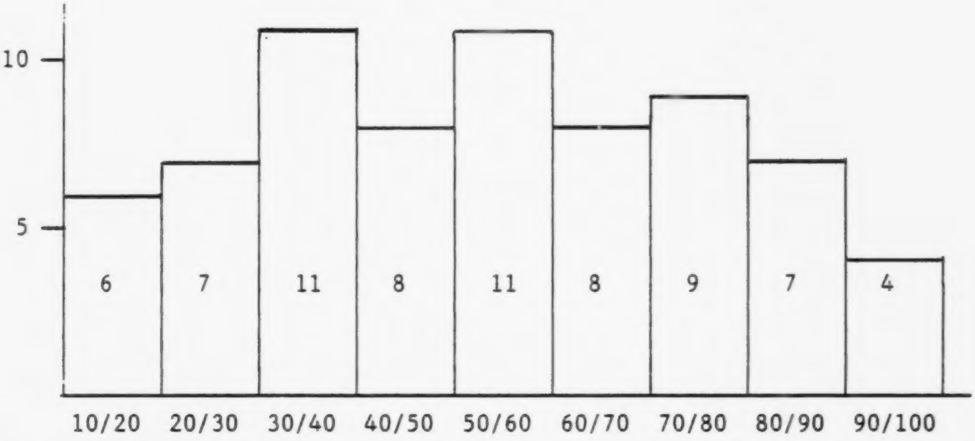


Figure 4 Division of the schools into the percentage of teachers who cooperated in this research

If the answer to the question whether one wants to participate or not in the research had depended solely on personality characteristics of the teachers involved, then the percentage of participants would probably hardly have differed at all from school to school. The fact however that these differences are very large is a reason for us to assume that factors concerning the school have also influenced the participation in the research. Another possibility to form an opinion about the representativity of the questionnaires (that were returned), is to compare certain data from those questionnaires with data from the entire population.
In this context I wanted to compare the division into age and sex of the teachers of our response group with that of the entire population. Table 22 shows the division of secondary school teachers into age and sex.

Table 22 Division of secondary school teachers into age and sex

age	response group men (N = 1135) %	 women (N = 427) %	population men (N = 40311) %	 women (N = 13644) %
-19	-	1	-	-
20-24	1	4	2	6
25-29	13	25	15	24
30-34	23	21	22	19
35-39	23	16	19	15
40-44	15	13	14	12
45-49	10	8	11	10
50-54	8	7	8	7
55-59	5	3	5	4
60-64	1	2	4	3
Total	99	100	100	100

The ratio men-women in the population is 75:25, in the sample 73:27. Personal characteristics are usually concerned with age and sex. The fact that the division both into age and sex hardly deviates from that in the population, says much in favour of the (representativity) of the sample. The population data refer to the fall of 1979. The sample was taken 3 years later. It is not improbable that the differences in the two highest age groups represent the widened possibilities concerning early retirement of the last few years.

5. RESULTS

5.0 Introduction

In this chapter I shall give a description of the results of the questionnaire research. Tables were included in the text in so far as they were of direct importance to the comprehensibility of the report. Tables with additional information which can be relevant to the reader can be found in the appendices.

When referring to certain items, the number of these items is mentioned in brackets. The scales 1 to 6 are reffered to as 'JS scales'. The scales 2 to 6, relating to certain aspects of the JS, are referred to as 'subscales'.

In the presentation of the results I shall repeatedly make connections between the results themselves, now and then referring to data from previous chapters. Thereby I hope to prevent the reader from drowning in a stream of figures and numbers.

Attention will be paid to successively:

5.1 Correlations between the scale scores
5.2 Differentiation into sex
5.3 Differentiation into age
5.4 Connection between orientation and satisfaction in relation to age
5.5 Differentiation into subject
5.6 Differentiation into working hours and function

This chapter is concluded with a summary of the results (5.7).

The scale scores shall be presented in the form of the average score per item. This makes it possible to compare the scores on various scales with each other. As far as these differences in scoring levels are concerned however, I must point out the following.

The level of scale scores is influenced by the way in which these items are worded. I would like to clarify this with an example.

Scale 1, the general JS, contains among others the following 2 items.

14. The advantages of being a teacher are greater to me than the disadvantages.
82. No profession has so many positive sides as that of teacher.

A positive reaction to item 82 will require a higher degree of satisfaction than such a reaction to item 14. This also transpires from the mean scores, 3.86 and 2.41 for items 14 and 82 respectively. It is clear that the wording of the items influences the height of the scale scores.
JS scores in general are positive and move around 80% of the maximum score. The fact that JS scores are usually positive can be understood through the idea that the job one has is usually something one cannot change. If that is the case, the best thing is to be satisfied with it (cf. A. de Swaan, 1971).
Another possible factor which can influence the score level is the wish to display certain behaviour. The highest score but one in the entire questionnaire is to be found in item 22, 'when pupils come to me with personal problems, I give them all my time'. The mean score is 4.18. In view of the number of pupils with problems, I cannot help but feel that the wish was the father to the positive response.
The score level can become lower or higher through the inclination of the person in question to conform to what he/she thinks is socially desirable. One chooses an answer because one thinks this answer will be appreciated by society or the reader. This could play a role in the answering of item 84 'I am worried about the future of the present generation of pupils'.
Finally, the scale scores are also influenced by the amount in which that which is measured is thought by the person involved to apply to himself. In other words, the score on scale 1 is also influenced by the satisfaction with the job. That is why it is not completely irrealistic to compare scale scores with each other, but it will be clear by now that a great amount of reservation should be made in the interpretation of these differences. I shall therefore try to adhere to this guideline as strictly as possible.

It would have been impossible to test all score differences on their significance. However, to give some indication, I did this for a number of cases. In this two levels were distinguished: .01 and .05. In the tests, the substantial differences that seemed interpretable and that were used for further interpretation, always proved to be significant on at least .05 level.

5.1 Correlations between the scale scores

Tables 23 and 24 give a survey of the correlations between the scales for men and women separately. In view of the large numbers, the line was drawn at a significance level of .001.

Table 23 Correlation matrix of the scales for male teachers (N = 1503). The correlations are mentioned if significant on .001 level.

	General JS	School management	Content	Working conditions	Colleagues	Promotional opportunities	Personal	Subject competent	Structural	Crisis
scale	1	2	3	4	5	6	7	8	9	10
1. General JS	+	.30	.68	.29	.35	.37	.40	-.19	.09	-.59
2. School management	.30	+	.20	.30	.42	.20	.14	-	-	-.23
3. Content	.68	.20	+	.14	.28	.21	.47	-.23	.18	-.49
4. Working conditions	.29	.30	.14	+	.13	.24	-	-	-	-.22
5. Colleagues	.35	.42	.28	.13	+	.13	.29	-.09	.19	-.21
6. Promotional opportunities	.37	.20	.21	.24	.13	+	.12	-.16	-	-.29
7. Personal	.40	.14	.47	-	.29	.12	+	-.44	.23	-
8. Subject competent	-.19	-	-.23	-	-.09	-.16	-.44	+	-.21	.14
9. Structural	.09	-	.18	-	.19	-	.23	-.21	+	-
10. Crisis	-.59	-.23	-.49	-.22	-.21	-.29	-	.14	-	+

The fact that we find low correlations among men, but not among women, can be explained by the larger number of men that are represented in the sample. As a result of this, correlations can sooner be significant on .001 level. As far as correlations between the JS scales themselves are concerned, we see that general JS (1) seems to be primarily determined by job content: teaching and other activities which involve direct contact with pupils. The other JS aspects (2, 4, 5 and 6) do not seem to play as prominent a role and do not differ much in importance.

Table 24 Correlation matrix of the scales for female teachers (N = 549). The correlations are mentioned if significant on .001 level

	General JS	School management	Content	Working conditions	Colleagues	Promotional opportunities	Personal	Subject competent	Structural	Crisis
scale	1	2	3	4	5	6	7	8	9	10
1. General JS	+	.30	.69	.38	.32	.27	.33	-	-	-.53
2. Schoolmanagement	.30	+	.19	.31	.47	-	-	-	-	-.22
3. Content	.69	.19	+	.22	.20	.19	.39	-.16	-	-.49
4. Working conditions	.38	.31	.22	+	.13	.25	-	-	-	-.24
5. Colleagues	.32	.47	.20	.13	+	-	.27	-.16	-	-.15
6. Promotional opportunities	.27	-	.19	.25	-	+	-	-	-	-.20
7. Personal	.33	-	.39	-	.27	-	+	-.44	-	-
8. Subject competent	-	-	-.16	-	-.16	-	-.44	+	-.15	-
9. Structural	-	-	-	-	-	-	-	-.15	+	-
10. Crisis	-.53	-.22	-.49	-.24	-.15	-.20	-	-	-	+

On the whole the differences between men and women are small. They are largest on scale 6, the promotional opportunites, which seem to determine men's JS to a greater extent than women's. This is not surprising: the behaviour of male teachers is more career directed (as can be seen in chapter 1) than that of their female colleagues.

The highest correlation between the subscales themselves is that of scale 2, school management, with scale 5, colleagues. The scores on both scales are probably influenced by a common factor that has to do with social needs and (because of this?) real relationships.

In literature about career development it is often mentioned that the ambitious attitude of one or more members of a group is often the cause of conflicts among employees on the same level. Anyone with ambitions will try to draw attention to himself by doing his job as well as possible. This means that co-workers will seem to fail and will become irritated by this 'show off'. A second source of conflict lies in the fact that the higher position in question is usually sought after by more members of the group. Because of this one is someone's colleague and rival. On the ground of these thoughts one would expect an obvious positive correlation between the scales 5, colleagues, and 6, promotional opportunities. That this is not the case, is perhaps connected with the specific work situation of teachers. Their job is mostly confined to within the walls of the classroom. There can hardly be a question of showing off on a threatening level. Moreover, there are very few higher functions to be had in a school. Consequently, the ambition is aimed at promotional opportunities outside the school. That is why the teachers concerned are not each others rivals, at least not within the school.

Of the correlations between the O scales on the one hand and the JS scales on the other hand, the correlation between 7, personal orientation, and 3, content, is highest. Apparently a personal orientation is linked with having a good relationship with pupils. This applies to the relationship with colleagues to a lesser extent, and even less to contact with the management of the school. This is probably caused by the fact that in the relationship with pupils, colleagues and school management respectively, the personal aspect becomes less and the formal aspect more important.

The orientation 'subject competent' (8) correlates - if at all - negatively with (certain aspects of the) JS. This applies especially to the content (3). In view of the correlations between scale 9 and the JS scales it seems that only for men the JS profits slightly by a structural orientation.

Concerning the correlations between the O scales themselves we find a rather high negative correlation between personal orientation (7) and subject competent (8): for both sexes -.44. High scores on scales 7 and 8 are connected with - relatively - good and - relatively - not so good contacts respectively with pupils. Thus it would seem that teachers, when they do not have a good personal relationship with their pupils, formalize the relationship by placing the subject matter in a central position. However, there is also a possibility of the opposite being true: namely that by placing the subject matter in a central position, the relationship with pupils becomes worse.

The crisis scale (10) has a very high negative correlation with the general JS (1) and a somewhat lower correlation with content (3). The correlations with the other JS scales are also negative and do not differ much. The differences between men and women are small in general. Rosenberg and Farrell (1976) hold the view that the possibility of a violent midlife crisis is highest among people with a personal orientation. Because of the absence of a positive correlation between scales 7 and 10, this view is not confirmed.

When we sum up this description of the correlations between the ten scales, we can conclude the following:

- general satisfaction among teachers is determined mainly by the content of the job;
- of the orientations, only the personal orientation is strongly connected with the amount of satisfaction with the job itself:
- there is a strong - negative - connection between general JS on the one hand and crisis score on the other hand.

5.2 Differentiation into sex

The sample comprised 1503 male and 549 female teachers*. The scores were calculated on all ten scales for both of these categories separately. Table 25 shows the result.

Table 25 Mean scores per scale, for men and women separately

scale	men (N = 1503)	women (N = 549)	significance <
1. General JS	3.19	3.32	.01
2. School management	3.55	3.54	-
3. Content	3.57	3.63	.01
4. Working conditions	3.31	3.25	.05
5. Colleagues	3.64	3.68	-
6. Promotional opportunities	2.33	2.53	.01
7. Personal	3.82	3.88	.01
8. Subject competent	3.08	2.93	.01
9. Structural	2.76	2.57	.01
10. Crisis	3.14	3.09	.05

*Five of the total of 2057 teachers didn't answer the question about gender.

The general JS score (1) of women appears to be higher than that of men. This is probably connected with the relatively large outflow of women from the profession of teacher. It is logical to assume that women will stop working as a teacher sooner if they feel less happy in that profession. The fact that the dissatisfaction among women about their promotional opportunities (6) is less strong need not surprise us. As appears from their score on scale 9 (and as has appeared earlier from their underrepresentation in school management) they are less interested in governmental and management affairs than their male colleagues.

The general JS score of 3.19 among men is 63.8% of the maximum score, which is significantly less than the usual scores of around 80%, mentioned before. As I have explained earlier on, this does not mean a lot. Therefore I shall compare further on the JS of the teachers of the sample with the results of other researches in a different way.

Concerning the sub scales, the low satisfaction with promotional opportunities is striking (scale 6).

Of the orientation scales, the score on scale 7, personal orientation, is a lot higher than the score on scale 8, subject competent orientation. The conclusion one could draw from this is that teachers feel that instead of subject matter pupils should or do occupy a central position in education. It cannot be deduced from this difference in scores how the wish and the actual situation are related to each other.

Because there is no material with which to compare this, it is not possible to give a judgement about the score level on the crisis scale.

5.3 Differentiation into age

Table 26 shows the correlations of the differents scales with the factor age, for men and women separately.

Age and JS

The correlations of the factor age with the JS scales - if at all - are low. This result corresponds with what is generally reported in research literature about the development of JS among teachers.

The correlations are positive, with the exception of scale 3, content, among men. This is notable, because it is the satisfaction with this aspect

Table 26 Correlations between age on the one hand and scales on the other hand. Correlations are mentioned if significant on .001 level

scale	age	
	men (N = 1500)	women (N = 546)
1. General JS	-	.16
2. School management	.13	.22
3. Content	-.11	-
4. Working conditions	.21	.18
5. Colleagues	-	-
6. Promotional opportunities	-	-
7. Personal	-.12	-
8. Subject competent	.30	.33
9. Structural	-.15	-
10. Crisis	.09	-

that appears to be so strongly connected with the general JS.

Age and orientation

The fairly high - positive - correlation of the subject competent orientation indicates that older teachers place the subject matter in a more central position. This applies to men and women to approximately the same extent.

The negative correlation of the structural orientation (9) among men seems in contradiction with the idea that the need to work on a structural level becomes larger as one becomes older.

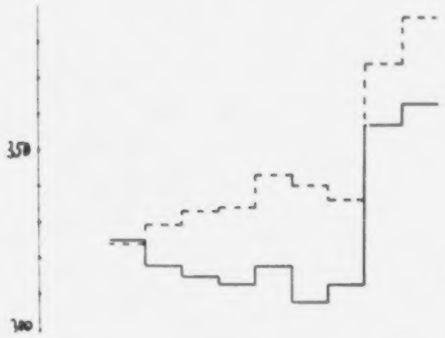
'Seems', because this negative correlation could be the result of the fact that people who are structurally interested relatively often leave the profession of teacher for a different function. I shall return to this later in the further analysis of results.

Age and crisis

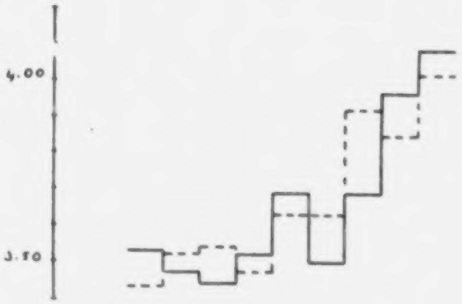
The low, positive correlations among men only, between scale 10, crisis, and age does not mean that there is no or hardly any connection between age and crisis. The Pearson correlation coefficient used by me only indicates the extent in which two variables show a lineair coherence. On the ground of literature about adult development, in which the midlife crisis occupies a central place, one is led to expect that a possible connection between

men
women

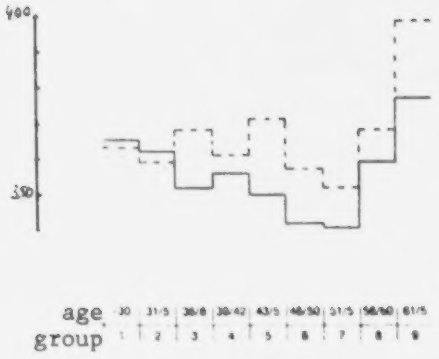
Scale 1 General job satisfaction



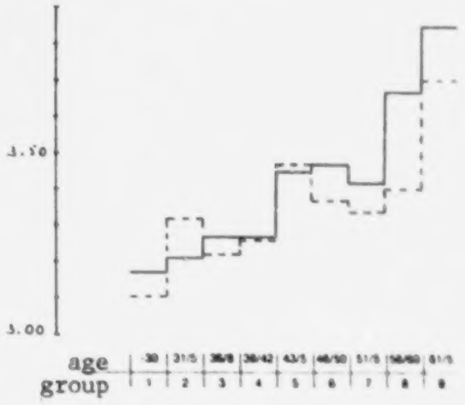
Scale 2 School management



Scale 3 Content



Scale 4 Working Conditions



age and crisis will be anything but lineair.

Researchers into the development of JS among teachers generally come to the conclusion after finding low correlations between age and JS that there is no or hardly any connection between these two. On the basis of literature about career development - in view of the attention for the midcareer crisis - one can expect, in this case also, an other than lineair connection. Consequently the research into the connection between age and the development of the teacher was continued in the following manner.

To gain insight into the development of teachers, they were divided into nine age groups and the mean scores were calculated per scale and item for each of these groups, separating men and women. The results of this can be found in appendix A. Because it is difficult to see the wood of the developing teacher for the countless trees of numbers, a score profile was made in the form of a diagram of all ten scales and the items to which I shall refer. The following age groups are distinguished:

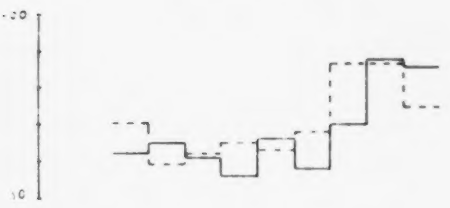
	age	-30	31/5	36/8	39/42	43/5	46/50	51/5	56/60	61/5
	group	1	2	3	4	5	6	7	8	9
N	men	271	357	206	207	120	140	119	70	13
	women	202	91	57	58	39	46	37	10	9

The first 6 groups are based on literature about the development of personality and/or career. The seventh and last group originally contained all teachers of 51 years and older. When it appeared that their scores differed strongly from group 6 (contradictory to what I expected on the ground of the above mentioned literature) it was decided to divide this group into three categories of 5 years each.

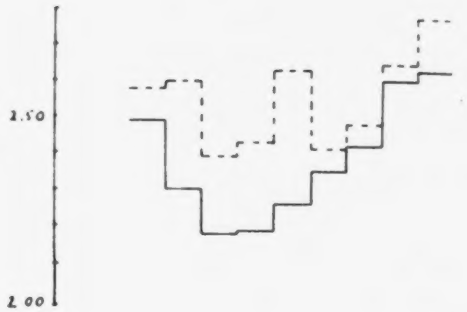
I am aware of the fact that this is not a longitudinal but a transversal research. Strictly speaking therefore, it is incorrect to talk of changes occuring in an individual developmental process. However, for the ease of formulating, I shall make statements in future that will contain such a suggestion. In other words, I shall behave as if I am concerned with the same teachers all the time, but at different ages, and permit myself to

——— men
- - - - women

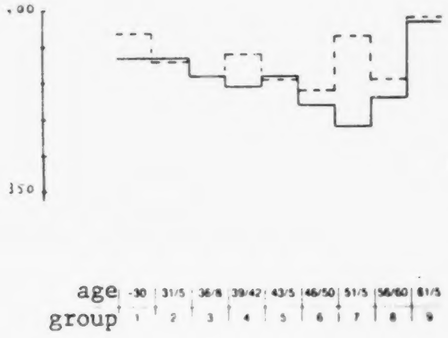
Scale 5 Colleagues



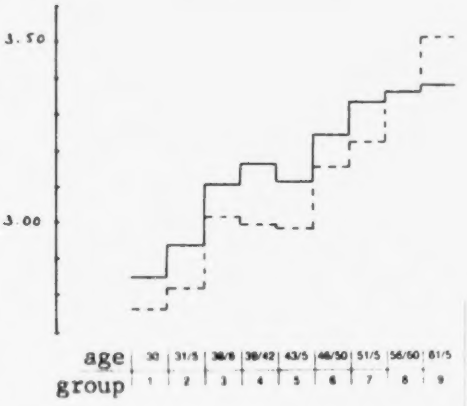
Scale 6 Promotional opportunities



Scale 7 Personal orientation

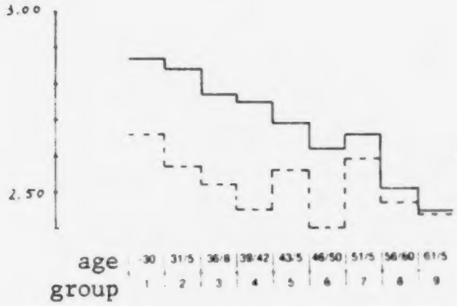


Scale 8 Subject competent orientation

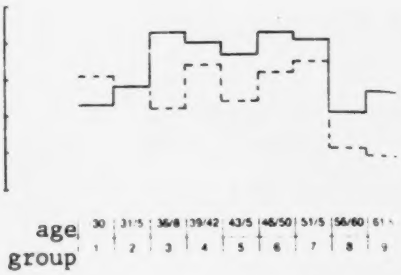


men
women

Scale 9 Structural orientation



Scale 10 Crisis



make remarks such as: we see that up to the age of 42, people become less satisfied about this or that, to change after this.... etc. It is clear that this material does not justify such statements: many teachers leave education, as a result of which - we may assume - the composition of the group changes; besides this there are differences in historical background between the age groups.

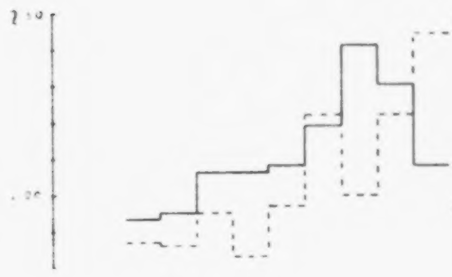
The items have been considered up to now as a part of the scales. After the pretest a number of these items were maintained in the questionnaire, even though they appeared to be less suited for the scales on psychometrical grounds. I did this because these items discriminated strongly between respondents of different ages. This discriminating force also applies to a number of items that do form a part of one of the scales. In the following I shall refer repeatedly to the scores on individual items of teachers of different age groups because I feel that the relation between job satisfaction, orientation and crisis on the one hand and age on the other hand will become clear when illustrated with a few salient details. In this, I am not concerned with differences of details, but with trends that will fit into an overall picture. When referring to certain items, the number of the item is mentioned in brackets.

I shall first give the results of the male and then of the female teachers and then compare the two results with each other.

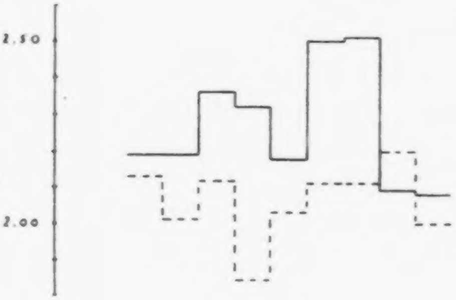
Men

In the age group of 36/8 one has started to think, more than ever, about how to organize the rest of one's life (70). One's work plays a large part in this, as witnessed by the highest score on 31 'During the last few years I started thinking more about my functioning as a teacher' and 35 'If I got the chance I would take another job'. The satisfaction with promotional opportunities (scale 6) is at its lowest. We see a spectacular increase on 78 'At night in bed I often lie awake worrying'. One has the impression that the world around oneself is changing a lot as witnessed by the strong impression on 52 'Pupils have changed a lot over the last few years'. On the crisisscale the first of two clear peaks is reached. The job concept of teacher undergoes a strong change in the direction of more subject competent (scale 8). The ideas about the relationship between pupil and teacher too change drastically: the view that there should be a certain dis-

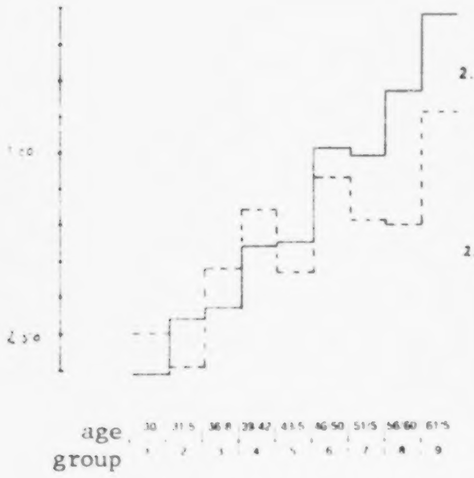
Item 3 One shouldn't show one's emotions as a teacher



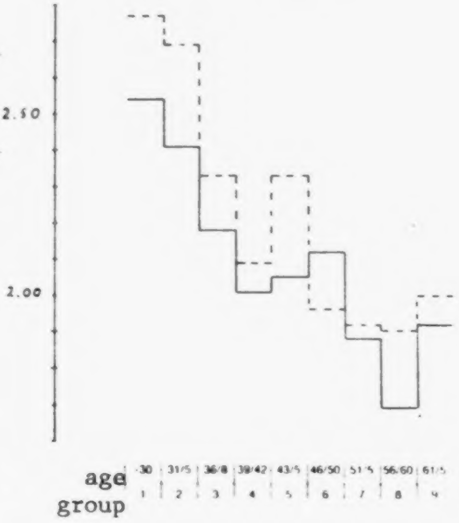
Item 7 As a teacher it is difficult to find satisfaction in one's job



Item 9 I think meetings of the teachersboard and the like are a waste of time



Item 11 Pupils should be allowed to join a committee for the appointment of teachers



tance between teacher and pupil is much stronger at this point (94). Also, the willingness to give pupils a vote in the matter of appointing teachers (11 and 56) is a lot smaller than in the age stages before. The scores on these items indicate the development of a certain conservatism, which is confirmed by the strongly increased agreement with the statement that changes in education are hardly ever improvements (79). On the whole there is a certain stabilization in the age of 36/8. Concerning the role of pupils regarding the appointment of teachers, etc., this trend continues into the next stage, that of 39/42, and the same applies to the score on 'A teacher isn't a youth counsellor' (18). The conviction that he is not, increases clearly up to the age of 42.

In the stage of 39/42 the JS reaches a first lowest-point. Certain aspects of the JS however, - especially the relationship with school management and pupils - show a certain improvement. Teachers find more pleasure in explaining something to a class than in the past (19). They have the feeling that their relationship with pupils has changed during the past few years (16). They worry less (78), do not think as much about their functioning as a teacher as before (31) nor about how they want to arrange their life in the future (70).

It is clear that the life stage 36/38 is governed strongly by changes: how do I function, do I want to keep doing this job, what sort of alternatives do I have, etc. In one's ideas one grows more and more toward that of the middle aged adult and away from the pupils.

The stage 39/42 is characterized by a certain stabilization and the realization that things have changed.

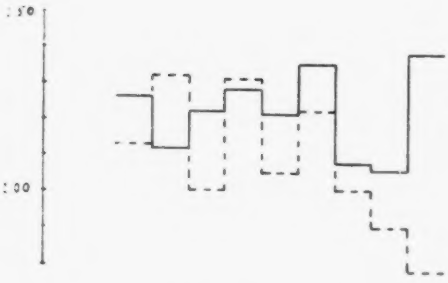
The stage after this, that of 43/5, can be characterized as relatively happy. The JS increases for the first time, the relationship with colleagues improves and slowly but surely one reconciles oneself to the limited promotional opportunities. The score on the crisis scale is low, compared with the stages before and after.

The next stage, 46/50, shows a deterioration on almost all levels: the JS reaches an absolute rock bottom, and the satisfaction with the school management shows a clear decline. The score on the crisis scale reaches a - second - peak.

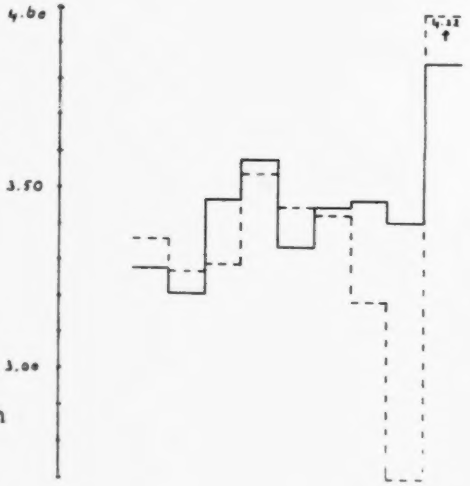
The relationship with pupils shows a striking deterioration, as witnessed

men
women

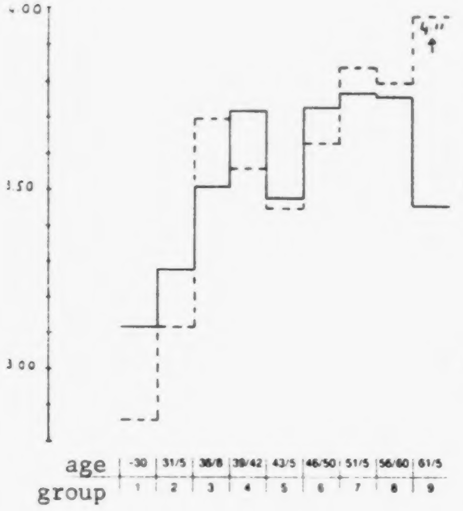
Item 13 I have little contact with my colleagues



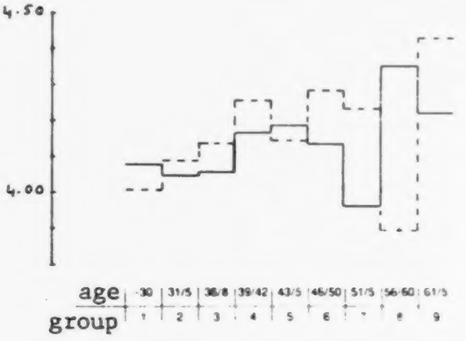
Item 16 My relationship with pupils has changed during the last few years



Item 18 A teacher isn't a youth counsellor



Item 19 I enjoy explaining something to a class



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by the highest agreement on 'If they get the chance, pupils will always try to fool you' (55) and the lowest score on 'After the summer holidays I long to see the pupils again' (73). One feels more than ever that the school's tensions penetrate into one's private life (75).

The negative development of this age group, we find again in the stage 51/5, sometimes not as strong, more times stronger. It is striking that in this stage of life, one seems to be less interested than ever in the personal development of people. The score on scale 7, personal orientation, reaches an absolute minimum. The score is highest on 'A teacher isn't a youth counsellor' (18) and 'I have little contact with individual pupils' (42), and lowest on 'I find it fascinating to see how children develop in the course of time' (62) and 'Contact with young people is the most satisfying aspect of being a teacher' (83). The scores on these items are also very high and very low respectively for the age group 46/50, which indicates that a trend is developing, which started in the previous stage.

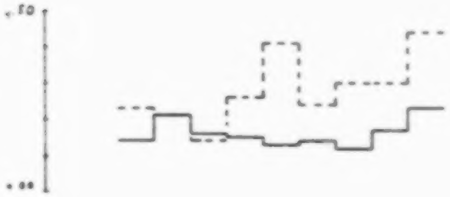
Not only does it seem as if people aren't very interested in the development of pupils, there is also little interest in oneself, as witnessed by the scores which are lower than ever on 'It is important that one's work contributes to one's personal growth' (24) and 'I think it's important to mean something to the pupils personally' (29). In this age group teachers find teaching itself relatively difficult. It gives a lot of tension (33) and the daily teaching is found strenuous (59). They enjoy it less and find it less fascinating than ever before (80). Teachers in this stage create the impression of being (very) rigid, as witnessed by the highest score on 'One shouldn't show one's emotions as a teacher' (3) and the lowest on 'The relationship between teacher and pupil should be based on mutual trust' (76). Consequently, it is not surprising that the highest score is reached on 'Lately I feel more tensed than a few years ago' (38) and 'as a teacher it is difficult to find satisfaction in one's job' (7).

It is clear that the period from 46 to 55 forms a difficult episode in the profession of teachers. Literature about adult development did not give any cause to expect this. This is probably connected with the specific working situation of the teacher.

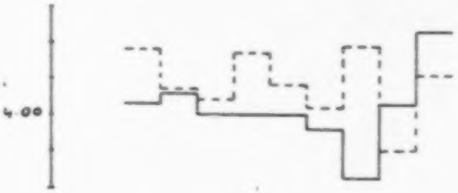
Space was left open on the questionnaire for any comments that arose. These comments, in as far as they were made, related mostly to the wording of the

——— men
women

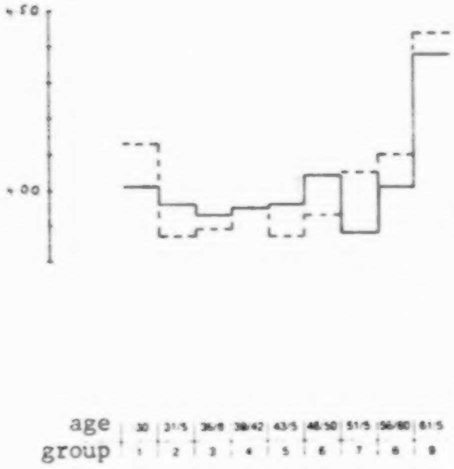
Item 22 When pupils come to me with personal problems, I give them all my time



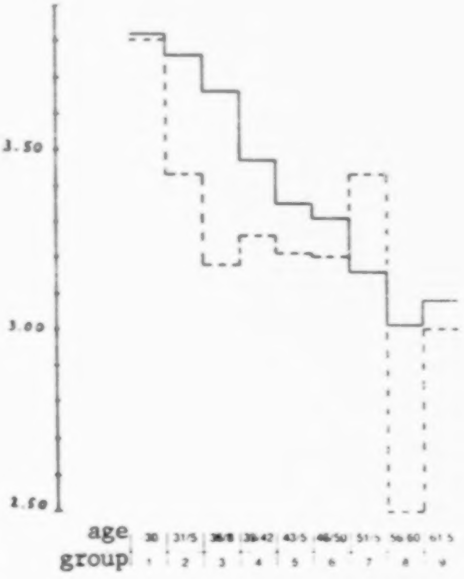
Item 24 It is important that one's work contributes to one's personal growth



Item 29 I think it's important to mean something to the pupils personally



Item 30 I'm always willing to help organize extra-curricular activities



questions, supposed double questions, etc. Some, however, pointed to factors that they thought would be of influence on the JS and about which nothing was asked. Among other things, the whereabouts of the school was mentioned, as well as the size of the school, the deteriorated motivation among pupils, the lower standard of education as a result of a more tolerant admission policy, and - and this is what I'm concerned with at the moment - the anxiety and threat coming from the government to change the structure of education. I suspect that the latter is considered more threatening as teachers grow older. This is upheld by the growing affirmation with 'Changes in the educational system are hardly ever improvements' (79) as teachers grow older. Table 27 gives the reactions in numbers and percentages of the number of respondents in the age groups concerned, and does this for each of the 9 age groups I distinguished.

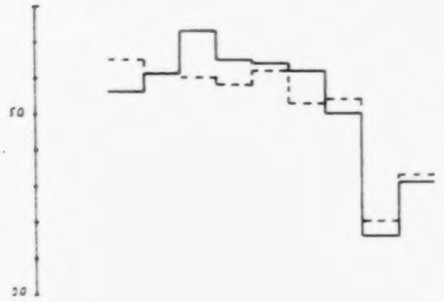
Table 27 Reactions of male teachers in which they point to the negative effects which threatening changes in the educational system have for the practice of teaching

	age group								
	1	2	3	4	5	6	7	8	9
number	5	11	7	9	5	8	8	5	1
in %	1.8	3.1	3.4	4.3	4.2	5.7	6.7	7.1	7.7

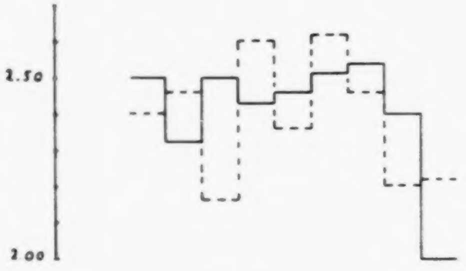
It is clear that as they grow older, teachers experience changes in the structure of education more as something negative. The question in how far these changes are seen as threatening to oneself is connected firstly with the consequences such a threat will have for the person involved, and secondly with the capacity of the person involved to adapt to such changes. To begin with the latter: this capacity declines strongly after the midlife transition. For older teachers therefore, such changes are very threatening. Unless they are old enough. Teachers of 56 years and older can comfort themselves with the thought that, whatever happens, it won't have any consequences for them.By that time they will be retired. These comforting 'après moi le déluge'-thoughts could be the cause of a sharp rise in JS after the age of 55. It is much higher in that period than it has ever been

——— men
women

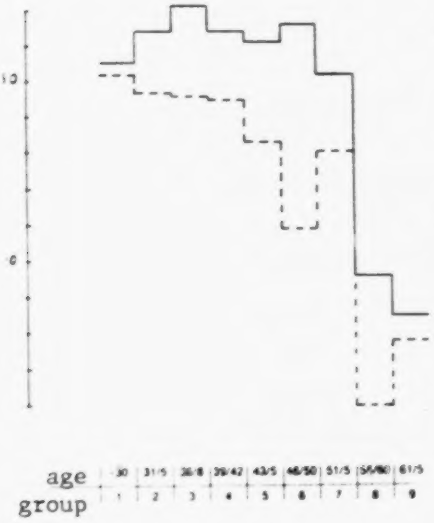
Item 31 During the last few years I started thinking more about my functioning as a teacher



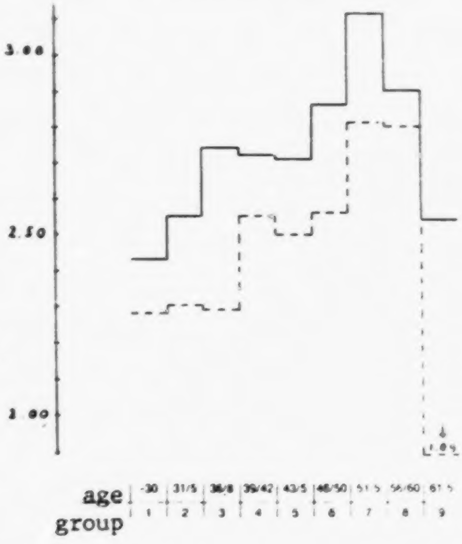
Item 33 During classes I often feel tensed



Item 35 If I got the chance I would take another job



Item 38 Lately I feel more tensed than a few years ago



before.

Another factor which could add to the sharp rise in JS among teachers of 56 and older, is the large number of older teachers that are declared medically unfit. Because of the fact that this disablement is mainly caused by psychological factors, the survival of the fittest could imply also the survival of the happiest.

It is disputable to compare JS scores from different researches with each other, because small differences in the wording of questions can be of influence on the score level. However, we want to make a few observations in this context.

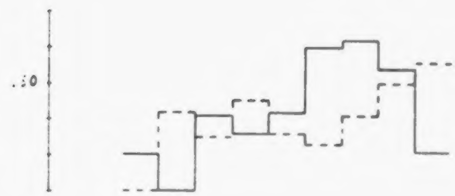
In most cases the general JS score is deduced from the reactions to one item which concurs with our item 68, which is part of the general JS scale: 'I am very satisfied with my profession'. In the literature investigated by me, the JS scores measured thus vary between 70 and 82% of the maximum score. The average is 75%. The following percentages resp. apply to the age groups I distinguished: 71, 69, 68, 67, 69, 66, 67, 77 and 83. These results indicate that the JS of Dutch, male teachers in the age up to 55 in general is relatively low. The opposite applies to older teachers. The part played by scale 3, content, regarding the JS of older teachers is striking. The correlation matrix indicates that the general JS scale (1) has a high (.68) correlation with scale 3, which is primarily related to contact with pupils. That is why one would expect high scores for the group 56-plus as well. This does not appear to be the case, especially for teachers between 56 and 60. It seems therefore that, while the general JS among teachers is determined to a large extent by working in a direct relationship with pupils, that this applies to a lesser extent to older teachers especially in the age group of 56 to 60.

The orientation personal correlates highly with content (.47). Both show approximately the same score profile, divided over the different age groups. It seems that older men aren't very personal orientated. Perhaps this changes after the 60th year. It is however also possible that scores pointing in that direction have to be explained throught the fact that a personal orientation increases the chances of survival in education.

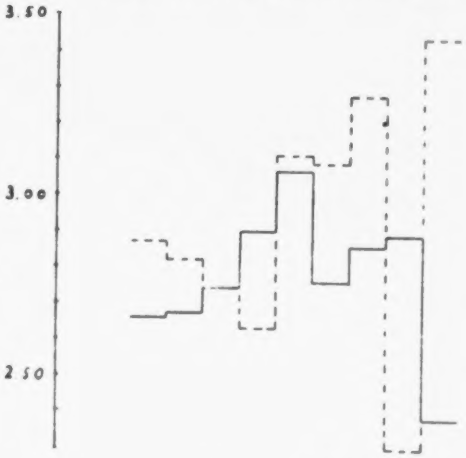
The scores on scales 8, subject competent orientation, and 9 structural orientation, show a regular pattern. As the years go by people tend to be-

men
women

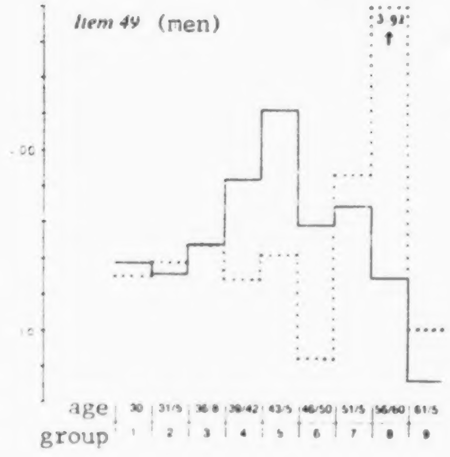
Item 42 I have little contact with individual pupils

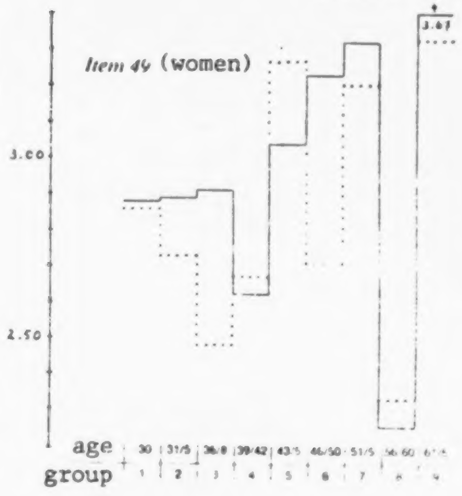


Item 49 The task of teachers and parents is basically the same



with children
without children



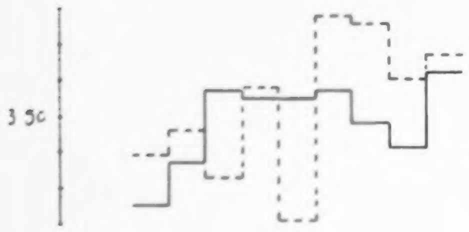


come more subject competent and less structure orientated. I remarked when discussing the correlations - on account of the negative correlation of scale 9 with the factor age - that this might have to do with the self selection of teachers. The score pattern however does not justify this conclusion: although this selection takes place mainly among the first three age groups (see table 5), this descending trend continues in the next stages.

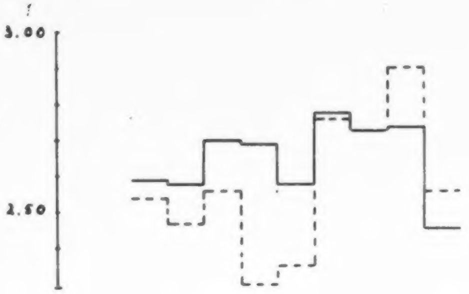
Erikson holds the view that men in midlife grow - all being well - toward generativity. This means they will start feeling responsible for the world of their posterity, and Erikson connects this with having children. I tried to develop an instrument to measure generativity. In this I made a connection between the responsibility for the next generation and the responsibility parents feel towards their children. Because of the fact that I directed myself at teachers in this research, the following statement seemed appropriate: 'The task of teachers and parents is basically the same' (49). The score profile shows a rising line during the first 5 age stages and reaches a maximum height in the age of 43/5 (which is completely in agreement with Erikson's ideas, if it is correct that this item refers to generativity). Erikson feels that in the growth toward generativity, the main thing is the development of an attitude which, once acquired, will remain a part of the attitude of the person involved. The answer profile on item 49 suggests that this is not the case. Generativity seems to decline after this stage.
Because Erikson makes the connection with whether one wishes to have children, I divided the scores on item 49 into men with and men without children. The profile of men with children conforms even more clearly to the above mentioned characteristic than the profile of all men together. The profile of men without children is somewhat chaotic and does not conform to the idea of growth toward generativity. I must point out, however, that there are very few men without children among the higher age groups (see appendix table E).
Perhaps generativity is an attitude which is stimulated strongly by the fact that one experiences children from very close up (viz. one's own children) in the age in which they become more independant. During the many

——— men
- - - women

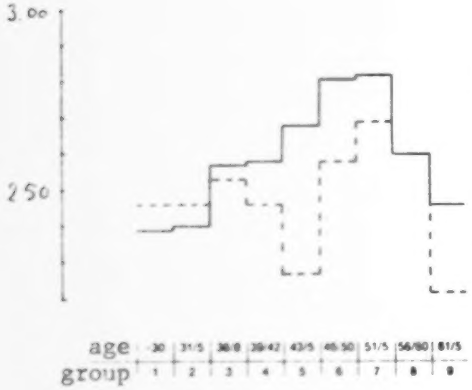
Item 52 Pupils have changed a lot over the last few years



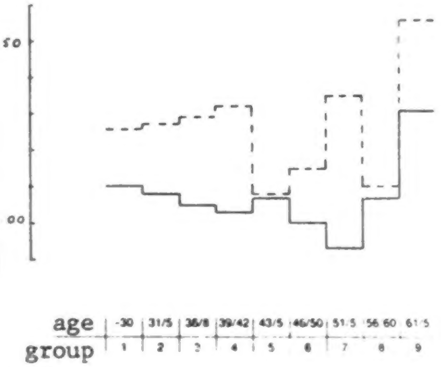
Item 55 If they get the chance, pupils will always try to fool you



Item 59 I find it strenuous to teach daily



Item 62 I find it fascinating to see how children develop in the course of time



conversations I had with teachers in the course of this research, I was told repeatedly that having children in secondary school ages resulted in more understanding and concern for the things that occupy pupils. As can be deduced from the score profile on item 49 - and as was my impression after above mentioned conversations - this effect is only shortlived, and ends as soon as the children leave the house.

Women

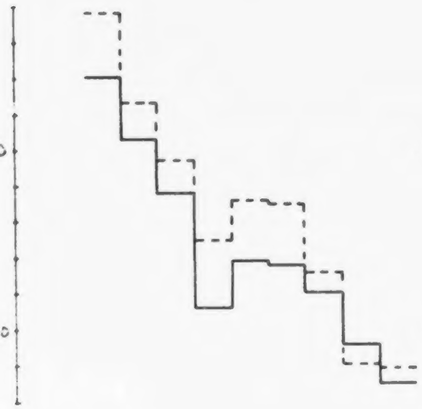
The reporting of the results of the female teachers raises more problems than that of their male colleagues. Firstly it is more difficult to place the results against the background of literature about adult (career) development because such literature refers mainly to men. The second reason is the number of women in our response group. They form about one quarter of the teacher population. Because moreover the retirement of teachers on medical grounds is much higher among women in the last age groups than among men, the number of older female teachers is very small. This should be taken into consideration when interpreting the results.

The general JS (scale 1) for the youngest age group is practically the same for women as for men: 3.24 and 3.25 respectively. Contrary to the JS of men, women's JS increases until the age of about 45. During the next 10 years the JS is somewhat lower, but still higher than in the beginning. We see a spectacular rise after the age of 56, just as among men. At first women are more tensed than men (scale 10). They score higher on 'the tensions of school often have a negative effect on my private life' (75) and spectacularly higher on (78) 'At night in bed I often lie awake worrying' (the score difference between men and women of e.g. the first age group is significant on .01 level). The score on the orientation scale 'subject competent' (scale 8) increases at first.

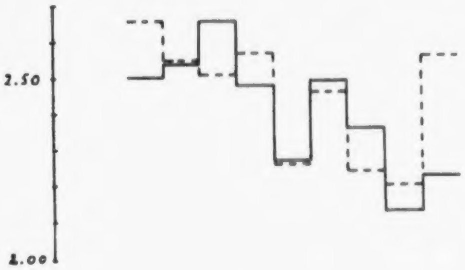
The 'progressiveness' decreases in the first three stages on a few points: the score on 18 'a teacher isn't a youth counsellor' rises with big leaps and the score on 11 'pupils should be allowed to join a committee for the appointment of teachers' drops in the same way. The idea that changes in education are almost never improvements (79) reaches a - first - maximum and the same applies to the score on the crisis scale (scale 10). The opinion is prevalent - more so than in the stage before or after - that pupils

———— men
- - - - - women

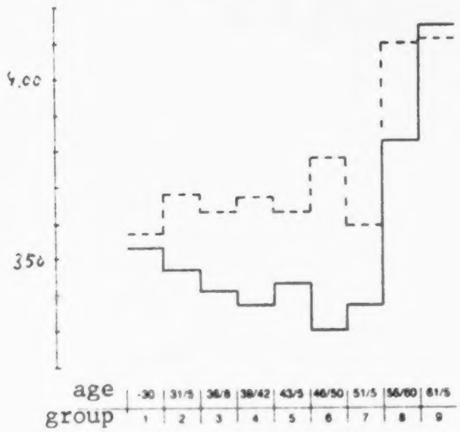
Item 65 Pupils should have a vote in the appointment of teachers



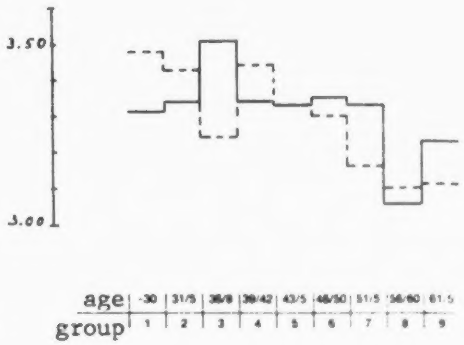
Item 66 The school management does not consider teachers enough in it's policy



Item 68 I am very satisfied with my profession



Item 70 Lately I've begun to think more about the way in which I want to lead my life



have changed a lot over the last few years (52). This also applies to 'my relationship with pupils has changed during the last few years' (16). After this, in the stage of 43 to 45, there is a clear revival. Both the general JS and the satisfaction concerning certain aspects of the profession of teacher are relatively high, with the exception of the satisfaction with colleagues (scale 5). The vitality in this age stage seems to be very high: the scores on 93 'sometimes I find my work very hard' and 96 'a teacher has little time for himself or his family' are extremely low. One could hold the opinion that this is connected with the age of the children, who cost less time. For this reason the scores on these items were divided into women with and without children respectively (see appendix D). The distinguished scores on item 96 are represented in a diagram. Surprising is, that the score profile mentioned above should be attributed more to the scores of women without than to women with children.

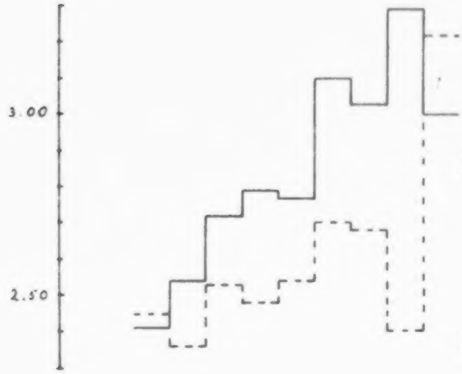
The relationship with pupils is judged as agreeable in this stage as witnessed by the relatively high score on scale 3 and the lowest score on 72. There is more than ever a willingness to spend time on personal problems of pupils (22) and little fear that pupils 'will try to fool you' (55). Summarizing we can say that the period of 43 to 45 is an episode for female teachers in which - in comparison with other stages - they do their job with pleasure and are well able to cope with the requirements of the job.

Just as among men, we see a negative development after the 45th year. The agreement with 'pupils have changed a lot over the last few years' (52) rises to an absolute maximum. The score on 'I think meetings of the teacherboard and the like are a waste of time' (9) is higher than in the stage before or after. The same applies to 13 'I have little contact with my colleagues', 66 'the school management doesn't consider teachers enough in it's policy', and 74 ' If there are problems, one can't expect a lot of support from one's colleagues in school'. The opposite, a relatively low score, is found on item 81 'the equipment in my school is very well organized'.

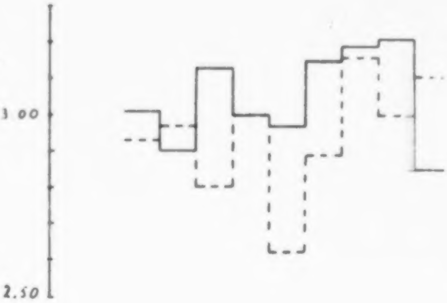
The agreement with 'during classes I often feel tensed' (33) is bigger than ever and the agreement with 'contact with young people is the most satisfying aspect of being a teacher' (83) is relatively small. The satisfaction with promotional opportunities (scale 6) sinks to a low point. The fact

——— men
women

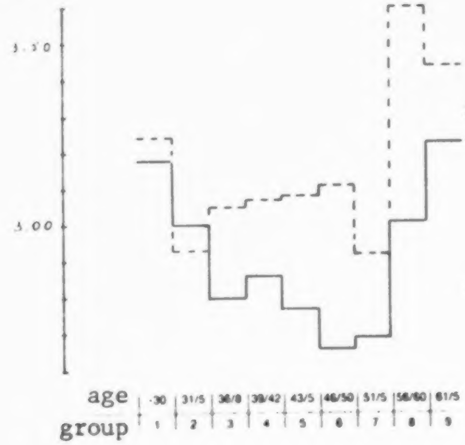
Item 71 I'd rather avoid emotional conflicts



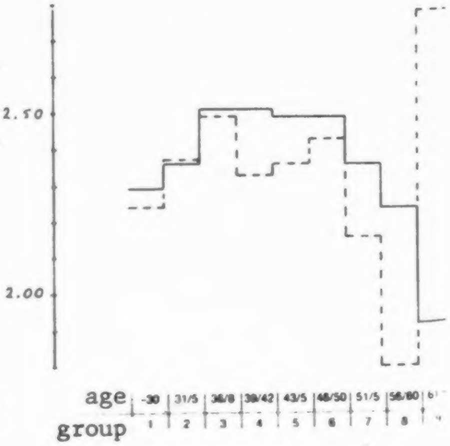
Item 72 Pupils don't really appreciate one's efforts as a teacher



Item 73 After the summer holidays I long to see the pupils again



Item 74 If there are problems, you cannot expect a lot of support from one's colleagues in school

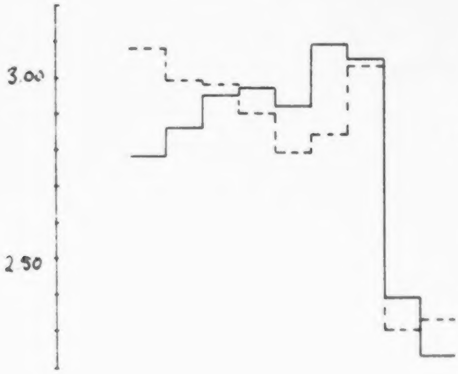


that there is little interest in another job (35) seems to be in contradiction with this: the absence of promotional opportunities would be especially felt - so it would seem - when one considers looking for a different job. Perhaps this contradiction is characteristic for the dissatisfaction in this stage of life which, as we have seen, manifests itself on many fronts without leaving a clear picture.
Just as among men we see in the next stage, that of 51 to 55, an improvement in the contacts with the schoolmanagement (scale 2) and colleagues (scale 5). Contact with pupils (scale 3) is behind in development but rises sharply in the last two stages.
The scores on item 68 'I am very satisfied with my profession' were calculated for the different age groups into percentages of the maximum achievable score. This in order to make possible a comparison with other research results. For the nine groups of female teachers these percentages are (between brackets the scores of men as a comparison): 72 (71), 74 (69), 73 (68), 73 (67), 73 (69), 76 (66), 72 (76), 82 (77) and 82 (83). These scores are clearly higher than those of the men, and concur more with the numbers given by foreign researchers who also report percentages around the 75.
The scores on the crisis scale (10) show a different picture than that of the men, whose scores are perpetually on a high level from the 36th to the 55th year. The women's score shows a decline until the 39th year, followed by an abrupt rise (39/41), after which comes the favourable period of 43-45, mentioned before. This is followed by a deterioration of the situation which lasts from 46 to 55.

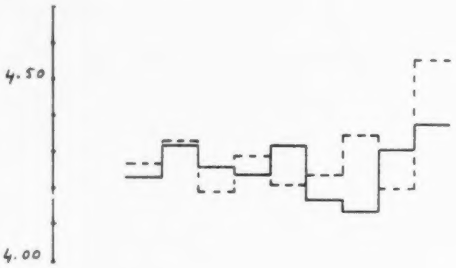
Rosenberg and Farrell (1976) believe that women speak more freely than men about subjects concerning the emotional sphere. The results of item 71 'I'd rather avoid emotional conflicts' confirm this: in practically all age groups the scores of women are considerably lower than those of men. The situation is the other way around among the youngest and the oldest group: there men score a trifle lower than women. As far as the older group is concerned: this does not signify much because there we are dealing with a very limited number of people. This does not apply to the youngest age group. We cannot answer the question whether this difference should be ex-

——— men
- - - women

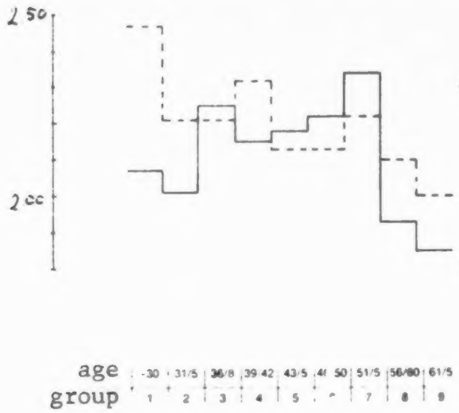
Item 75 The tensions of school often have a negative effect on my private life



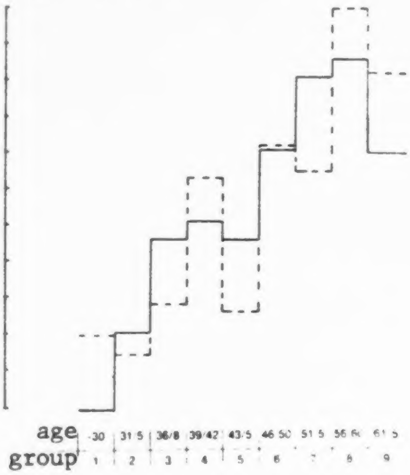
Item 76 The relationship between teacher an pupil should be based on mutual trust



Item 78 At night in bed I often lie awake worrying



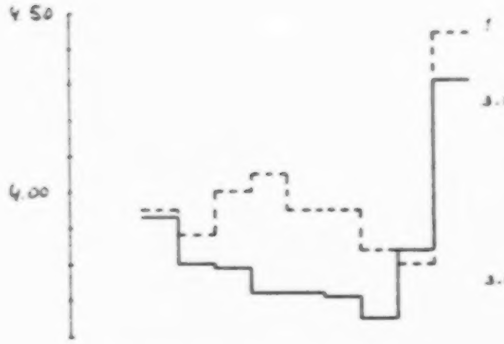
Item 79 Changes in the educational system are hardly ever improvements



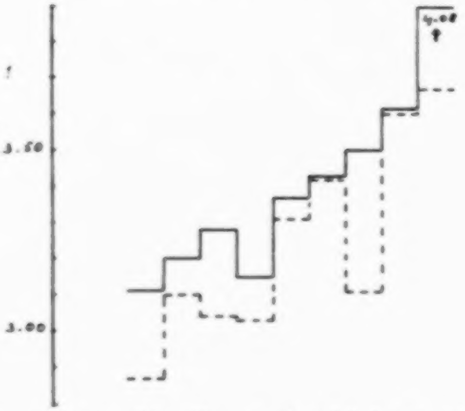
plained in a developmental manner or whether it is a result of a changing mentality, because we are dealing with a cross-sectional research.
The score difference between men and women on item 38 'Lately I feel more tensed than a few years ago' is striking: in all age groups men agree more with this item than women.

Summarizing this paragraph, the following results are most prominent.
Concerning the men we see a growing stress around the 35th till the 40th year. Central questions in this period are 'how do I function in my job?' and 'do I want to continue doing this work?'
After a short revival lasting till about the 45th year we see an increasing deterioration in the next period of 46 to 55. This seems to be the result of a decreased physical and psychological strength.
Compared with foreign research among teachers, the JS of Dutch male teachers - with the exception of teachers older than 55 - seems to be relatively low.
Concerning the women it is notable that the stage 43/45 is characterized by a large vitality. In the following stage of 46 to 50 we generally see a deterioration. The JS of Dutch female teachers is on approximately the same level as that reported in foreign research.
Concerning the similarities and differences between men and women, the following. Unlike what we see among women, we find stress among men after their 35th year - which seems to be connected with their perspectives concerning their work. The general JS of men and women start on the same level. After that - until the age of 43 - we see a perpetual decline among men and the opposite among women: a perpetual rise. A comparable difference is to be found in the development of the crisis level up to the age of 39: a decrease among women, a rise among men.
In the stage till about the 40th year we find that both men and women gradually change their progressive ideas for the more moderate or perhaps wiser conceptions of the middle aged adult.
It applies to almost all the age groups that the JS among men is lower and the crisis score higher than among women.
We see that both men and women go through a relatively difficult period in the stage 46 to 55, which changes into an extremely happy end. This is probably connected with the fact that in this stage a large - and probably

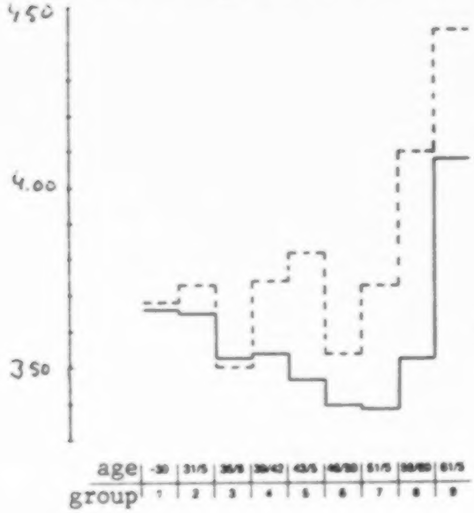
Item 80 I find teaching very fascinating



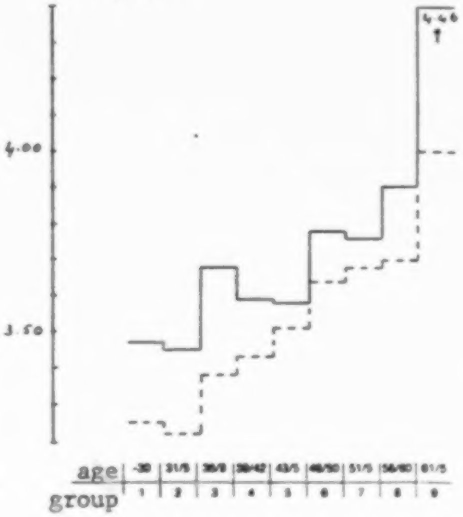
Item 81 The equipment in my school is very well organized



Item 83 Contact with young people is the most satisfying aspect of being a teacher



Item 86 There should be a certain distance between teacher and pupil



less happy - part has burned out because of psychological complaints.

5.4 Connection between orientation and satisfaction in relation to age

The correlations between the different scales indicate that in some cases there seems to be a connection (larger or smaller) between orientation and JS. To gain insight into this connection in relation to age, a division was introduced between one half of high scorers and another half of low scorers for each of the O(rientation) scales. The average scores were calculated on scale 1, the general JS for each of these groups, per age group. I did this for men and women separately and gave the results in the form of a diagram.

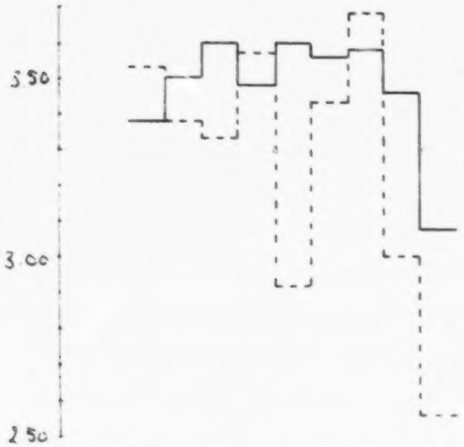
Concerning the men this shows that people who score high on scale 7 (personal orientation) score relatively high on the general JS (which we already knew on the ground of the high correlation (.40) between scales 1 (general JS) and 7). New is the information thus obtained that the difference in JS is at first relatively low and increases after this, to stabilize itself after the 36th year on the level then reached - the significance in JS score is significant on .01 level for the age group 36 to 38. (The fact that the difference in the highest age group increases further, does not signify much in view of the limited number of people involved.)

The JS pattern for the more and less competence oriented teachers respectively is practically parallel, although also here at first the difference is somewhat smaller than among the higher age groups.

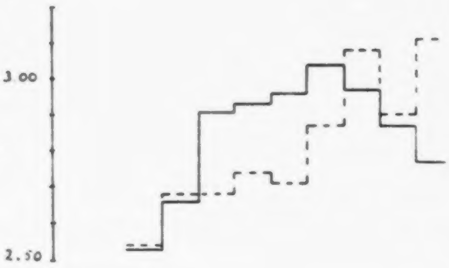
We see a clear difference in the 'development' of the general JS among the high and low scorers on scale 9 (structural orientation). For the more structurally orientated people the JS reaches a depth in the age of 39 to 42, while this happens the less structurally interested as usual in the age of 46 to 50. The cause of this could lie in the fact that people who are interested structurally are often more interested in a job outside the profession of teacher. As we have seen, the possibility for such a job becomes very small around the 40th year, and perhaps it is this perspective that causes the deterioration of the pleasure one has in one's job. After this, such a structural interest seems to be a basis again for activities which increase the JS.

men
women

Item 93 Sometimes I find my work very hard

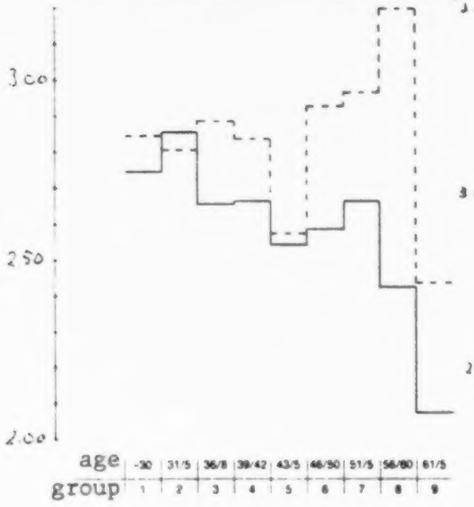


Item 94 I think many teachers are exaggeratedly understanding about the behaviour of certain pupils

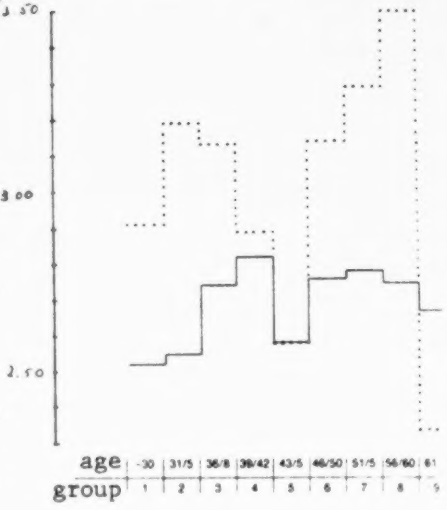


with children
without children

Item 96 A teacher has little time for himself or his family



Item 96 (women)



It applies to female teachers, just as to their male colleagues, that a relatively high score on the O scale 'personal orientation' is generally connected with a relatively high JS score and that the difference in JS between high and low scorers on this O scale is relatively small among young teachers in the age up to 30.

It applies to scale 8, competent orientation, that the JS for high and low scorers is almost the same at first, and that after that the JS of the high scorers stays behind, compared to that of the low scorers.

The differences between high and low scorers on the orientation 'structural' are small.

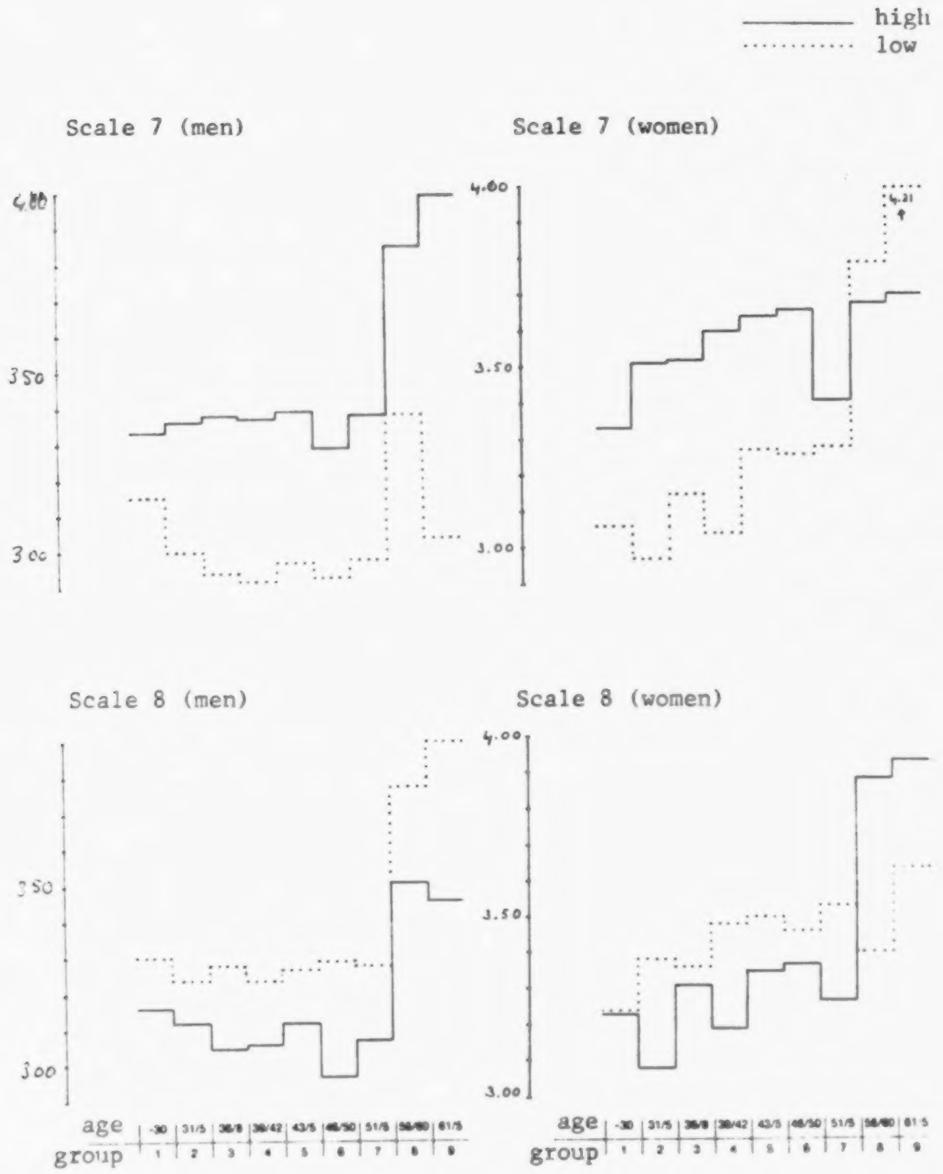
It is clear, that both among men and women a low score on the personal orientation on all levels is connected with a relatively low JS. Among teachers of 30 and younger this did not seem to be the case as much as among older teachers.

This phenomenon seems to be important in connection with the professional choice of teachers. If the causal relationship is such that the personal orientation is the cause of the relatively high JS, (which we do no think improbable), then this means that the beginning teacher with a low personal orientation will experience very few drawbacks from this at first. Too few, because he will remain a teacher, with a handicap that might not influence the JS unfavourably until some years later.

I tried to gain insight in the importance of the orientation for the JS in different age levels in yet another fashion. For this I calculated the correlations between scale 1 (general JS) and the O scales for the following 3 age groups: 1 (-30), 3 (36-38) and 6 (46-50). Table 28 shows the result.

Table 28 Correlations between scale 1 (general JS) and the O scales for 3 different age groups. Correlations are mentioned if significant on .01 level for men and - in view of the limited number - .05 for women.

		men			women		
		age group			age group		
		1 (-30)	3 (36/8)	6 (46/50)	1 (-30	3 (36/8)	6 (46/50)
scale	N =	271	206	140	202	57	46
7. Personal		.28	.43	.36	.31	.23	.33
8. Subject competent		-	-.27	-.33	-	-	-
9. Structural		-	-	.27	-	-	-


high
low
Scale 7 (men)
4.00
3.50
3.00
Scale 7 (women)
4.00
4.31
3.50
3.00
Scale 8 (men)
3.50
3.00
Scale 8 (women)
4.00
3.50
3.00
age
-30
31/5
36/8
39/42
43/5
46/50
51/5
56/60
61/5
group
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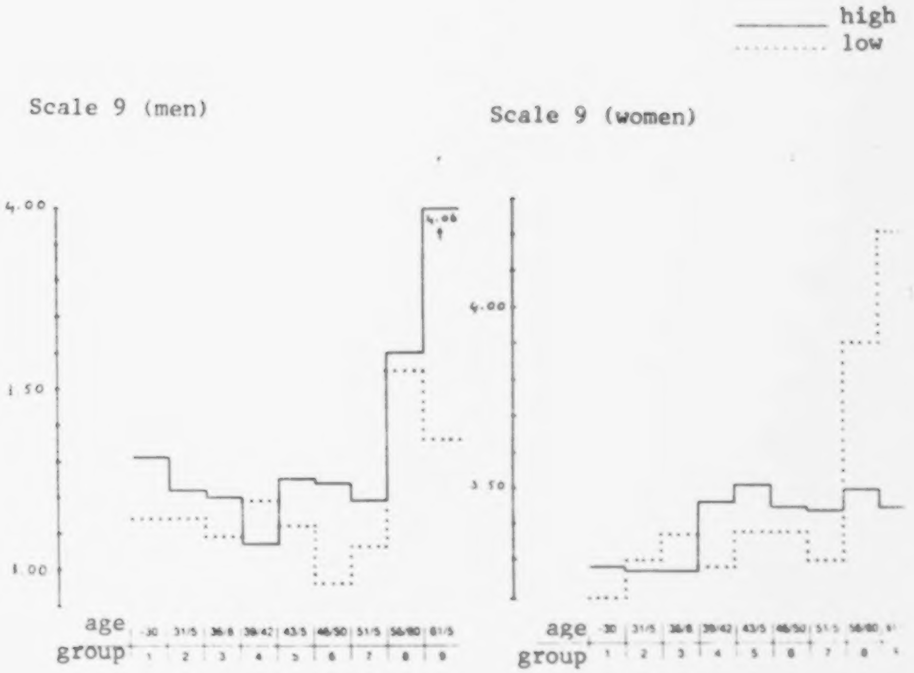
9



Scale 9 (men)

Scale 9 (women)

This analysis too shows, that the orientation 'personal' goes together on all age levels with - in general - a relatively high JS.

We find confirmed here that among men the connection between orientation and JS is relatively small among the youngest age group. For age group 3 we find a (significant) connection with two orientations, and for age group 6 with all 3 orientations.

For women, the orientations 'subject competent' and 'structure' do not show a clear connection with the general JS on any of the age levels investigated. To male teachers the following applies.

Whether one feels happy in the profession of teacher depends especially on the question whether one is capable of maintaining a good relationship with pupils. Teachers who are young - like the pupils - seem to succeed in this regardless of their orientation. For older teachers however, a good relationship with pupils seems possible especially when fed by an orientation which provides the basis for this. This can be a direct concern for people - and thereby also for pupils - or can be fed by structural, managing interests.

The 'older' teacher who misses such a basis and for whom the contact with pupils does not go smoothly, seems to withdraw into his subject matter: he reduces his teachers task to that of the expert hired to impart to pupils knowledge of the subject he teaches.

5.5 Differentiation into subject

When a teacher taught more than one subject, I chose the subject that was mentioned first or - if this was mentioned - the subject in which the largest amount of hours were taught. In some schools a variety of subjects like Dutch, history, geography, etc. are combined. This combination is referred to as AVO.

If one wants to check in which respects teachers of various subjects differ from each other, it would be preferred to look at each subject separatelty. The disadvantage of this lies in the fact that the number of subjects become very high and the number of teachers per subject very low. Because of this the results become very chaotic, and in some cases unreliable. I sought a solution somewhere in between and feel I found one in

Table 29 average scale scores for the (combinations of) s

scale		Dutch	foreign languages	exact sciences	economics	
	N =	218	433	465	85	1
1. General JS		3.21	3.18	3.20	3.18	3
2. School management		3.46	3.55	3.52	3.61	3
3. Content		3.58	3.49	3.59	3.54	3
4. Working conditions		3.17	3.35	3.25	3.27	3
5. Colleagues		3.59	3.66	3.66	3.62	3
6. Promotional opp.		2.37	2.37	2.28	2.55	2
7. Personal		3.86	3.75	3.77	3.73	3
8. Subject competent		2.90	3.11	3.09	3.17	3
9. Structural		2.70	2.60	2.68	2.82	2
10. Crisis		3.17	3.17	3.13	2.99	3

subjects

geogr./history	social science	religion	phys. exercise	arts	theory subjects	practical subjects	AVO subjects
194	22	42	150	165	29	147	84
3.22	3.14	3.15	3.43	3.22	3.22	3.34	3.27
3.58	3.42	3.71	3.60	3.52	3.42	3.70	3.51
3.57	3.55	3.53	3.77	3.56	3.55	3.68	3.75
3.22	3.42	3.60	3.59	3.37	3.12	3.13	3.30
3.67	3.64	3.74	3.67	3.53	3.92	3.77	3.60
2.25	2.62	2.76	2.37	2.56	2.28	2.53	2.38
3.85	4.01	3.95	3.99	3.90	3.90	3.92	3.95
3.03	2.57	2.71	2.89	2.92	3.18	3.21	3.04
2.85	2.93	2.85	2.75	2.53	2.92	2.77	2.85
3.10	3.13	3.08	3.02	3.10	3.18	3.13	3.15

making combinations of subjects in some cases and in other cases including subjects on their own, subjects which have a special character and whose numbers are limited. This for instance explains why a separate place was given to teachers of social science, of whom there were only 22 in our response group. Table 29 gives the average scale scores for the (combination) of subjects distinguished by me.

In order to indicate the value that can be subscribed to the score differences, we tested the significance of the differences on scale 1, general JS, between foreign languages and physical exercise (= .01) and between the exact sciences and practical subjects (= .05).

The highest general JS scores can be found among teachers of physical exercise and teachers of practical subjects. In both cases the subjects concerned are 'do' subjects, outside the traditional learning atmosphere of secondary education.

Social science and religion, whose general JS are lowest, do fit into this traditional atmosphere, and teachers of these subjects have the additional handicap that the results of their subjects don't 'really' count.

The low scores on scale 4, working conditions, among teachers who teach subjects concerning the preparation for a profession (theory and practical subjects) are probably connected with the specific demands these subjects make on equipment and materials.

The scores on the O scales seem to be clearly related to subjects which the teachers involved teach. Table 30 gives the order of teachers of different subjects on each of the three O scales.

Table 30 Order of teachers of different subject on the orientation scales

scale 7 (personal	scale 8 (subject competent)	scale 9 (structural)
social science	economics	social science
phys. exercise	foreign languages	geogr./history
religion	exact sciences	religion
arts	geogr./history	economics
Dutch	arts	phys. exercise
geogr./history	Dutch	Dutch
exact sciences	phys. exercise	exact sciences
foreign languages	religion	foreign languages
economics	social science	arts

The order on scale 8, subject competent orientation, is almost similar to the importance of the various subjects in decisions concerning whether pupils have to stay back a year (De Groot, 1967 and Crijns, 1969).
The order on scale 7, personal orientation, is the opposite of this.
The order on scale 9, structural orientation, concurs with the amount in which the subject refers to social developments. (To avoid misunderstanding: I do not refer here to the social relevance of a subject, but to the extent in which the subject matter has a direct relation with social developments.) Therefore, in view of the nature of the subject, social science scores highest and the arts, such as drawing, handicrafts and music, which can help us escape from social reality, score lowest.
Concerning the score on the crisis scale the teachers of various subjects do not differ much. The low score among teachers in economics is notable. The difference for example with teachers of languages is significant on .01 level. Perhaps this is connected with the fact that economics are taught especially in the higher classes and are therefore usually part of the final exam.

5.6 Differentiation into working hours and function

A total of 59 teachers remarked at the bottom of the questionnaire that they had a part time job. Others, 38 teachers, said they were members of the school management. Table 31 gives the scores of each of these two categories of teachers, with beside it those of the rest. Because the part time job concerns mainly women, and the school management mainly men, we gave the average scores of all male and female teachers respectively, as a comparison.
When we compare the scores of women with a part time job with the scores of women in general (among whom also a large amount has a part time job, cf. table 4), we see the largest differences on scale 1, general JS, and 4 working conditions. In both these scales the weight of the job and spare time play an important part. It is in a way surprising that women with a part time job are so enthusiastic about this, because besides the work in school they probably have a (full time) job at home as well. Some women explained this on the questionnaire with remarks like 'because of the big difference in my two jobs, my work at home gives me a fresh outlook on my

Table 31 Scores of teachers with a part time job, of teachers who are members of the school management and of the rest of the teachers

scale	part time job (N = 59)	full time job (N = 38)	rest (N = 1960)	men (N = 1503)	women (N = 549)
1. General JS	3.48	3.22	3.22	3.19	3.32
2. School management	3.57	3.80	3.54	3.55	3.54
3. Content	3.68	3.72	3.58	3.57	3.63
4. Working conditions	3.42	3.53	3.28	3.31	3.25
5. Colleagues	3.78	3.71	3.64	3.64	3.68
6. Promotional opport.	2.54	2.14	2.38	2.33	2.53
7. Personal	3.85	3.95	3.83	3.82	3.88
8. Subject competent	2.92	3.04	3.04	3.08	2.93
9. Structural	2.53	3.21	2.70	2.76	2.57
10. Crisis	3.03	3.28	3.12	3.14	3.09

work at school, and vice versa'.

Concerning the members of the school management it is notable that they are rather satisfied with themselves (scale 2). Furthermore, they are relatively satisfied with their promotional opportunities. The latter is not surprising, because here we are dealing with a group which has shown itself to want more than just the profession of teacher, and which has reached the top (or is very near the top) as far as career possibilities within the school are concerned.

Concerning their orientation: they score high on 7, personal orientation, and very high on 9, structural orientation.

The relatively high score on the crisis scale cannot be explained through a lower JS, and hence seems to be more connected with frustrated ambitions, in view of the score pattern (very low score on 6 and very high score on 9).

5.7 Summary of the results

A questionnaire was completed by 1503 male and 549 female teachers employed in secondary education. This questionnaire contained the following 10 scales.

scale number	description	
1	general J(ob) S(atisfaction)	
2	school management	sub scales JS
3	content	
4	working conditions	
5	colleagues	
6	promotional opportunities	
7	personal orientation	O(rientation) scales
8	subject competent orientation	
9	structural orientation	
10	crisis scale	

The general JS for women is clearly higher than that of men. For both groups the JS seems to be connected strongest with teaching itself and other activities in which there is a direct contact with pupils (scale 3). This satisfaction with content in its turn is connected with the orientation 'personal'. One could say: the teacher who has a strong personal orientation, will soon have a good contact with his pupils because of this, and this in general means a reasonable satisfaction with his work.
The mean scores for all scales and items were calculated for the following age groups. This was done because literature concerning adult development gives rise to the supposition that the pattern of JS will show a different pattern than that of a regular decline or rise as years go by.

age	-30	31/5	36/8	39/42	43/5	46/50	51/5	56/60	61/5
group	1	2	3	4	5	6	7	8	9

The score patterns thus acquired show clear differences between men and women.
We see that the general JS among men declines almost without interruption until the age of 50. The score on the crisis scale rises to a first pinacle at the age of 36/38 to stabilize until the age of 55 on approximately the same - high - level. It is obvious that the period of 36/38 is a worrying, troublesome stage, in which the question how to organize the

rest of one's life, takes up a central position. Questions concerning work - do I want to keep doing this, or would I prefer something else - are very important.

Contradictory to literature about the midlife crisis (unlike the afore mentioned phenomenon) is the fact that this feeling of crisis has not decreased around the 45th year, but that this happens 10 years later.

It seems possible, in view of remarks of respondents, that the uncertainty about the future work situation plays a part in this. That this uncertainty is not seen as quite as threatening in a previous life stage can be explained by the task one imposes on oneself in the midlife crisis. This crisis is concluded with decisions about how one wants to organize one's life in middle age. This automatically means a clearly decreased flexibility, which also became apparent from data concerning the professional mobility of teachers.

Women start on the same level of general JS as men. Their JS however is on a perpetual rise, with a small decline in the age of 45 to 55, followed by a spectacular rise, just as among men.

It is notable that the crisis score among women is at first clearly higher than among men. The high crisis level of women stretches out over the periods 39-42 and 46-55. The fact that this crisis begins a few years later than among men is perhaps related to the fact that in general the career pressure on women is much smaller (a career pressure which plays an obvious part in the beginning of the crisis among men).

It applies to both sexes that the orientation 'subject competent' gradually increases as one grows older.

In view of the fact that in the first three to four age stages there is less agreement with progressive statements and more with conservative statements, we can state that in the age till about 40 people become much more conservative.

The age period of the 45th till the 55th year is considered in general by teachers as the most difficult period of their career.

When we compare the JS of Dutch teachers with the results of foreign investigators, it appears that the satisfaction of men till their 55th year is relatively low and that of women is 'normal'.

While the level of JS is clearly connected with high or low scores on the orientation personal (positive) and subject competent (negative), this connection does not seem to exist for the pattern of the JS development. This does happen to be the case, at least as far as men are concerned, with the orientation 'structural'. Those who think in a more structural fashion, do not reach a minimum in JS in the usual age between 45 and 55, but around their 40th year. Perhaps people with a more structural orientation realize at that age that the profession of teacher is not the best job in which to excercise this orientation, and that it is also too late to find a more suitable alternative.

Teachers with a part time job are on the whole more satisfied and less tensed than the rest.

Members of the school management are singularly satisfied with the school management, dissatisfied with promotional opportunities, very structurally orientated and rather tensed.

As far as the subjects are concerned, the high JS is notable among teachers of physical exercise and practical subjects. The JS of teachers of social science is lowest. They are followed closely by their colleagues of religion.

The orientation scores show a clear connection with the subjects. The amount in which one has a subject competent orientation runs parallel with the importance of the subject in decisions concerning passing or failing. The more important the subject, the more subject competent orientated the teacher. The personal orientation is the opposite of this. The structural orientation is connected with the question to which extent the subject concerned is related to social developments. On top is social science, at the bottom the arts.

6. DISCUSSION

Before going further into the results of this research, I want to draw attention to a number of aspects of the questionnaire research which highly determine the value one wants to ascribe to the results of such a research. Attention shall be paid to the following aspects:

- the statistical reliability of the sample
- the representativity of the sample
- the question to which extent one can interpret the results of this cross-sectional investigation as an outline of a development of adults, i.c. teachers.

In view of the large number of teachers who participated in this research - a total of 2057, 549 of whom were women - I could confine myself in the reporting of correlations to cases that were significant on the (high) level of .001. In representing the scores it would not have been possible to calculate the significance of all the differences. To give an impression, this was done for a number of cases. If at first view there seemed to be obvious differences, these appeared to be significant on at least .05 level when tested. I did not pay any attention in the reporting to other than such differences.

In general it can be said that in the reporting of the results I only paid attention to results that (I may assume) possess a reasonable amount of statistical reliability.

Concerning the representativity of the sample the following. The manner in which the school management requested the teachers to participate in this investigation, highly determined the responses per school. These requests appeared to vary from a warm recommendation to the nonchalent announcement that whoever was interested in participating could collect a questionnaire there and there. This explains the big differences in participation between the schools.

Opinions are usually connected with age and gender. This also became apparent for instance from the results of this investigation. If the question whether one wanted to participate in this research was determined by the opinion of the person involved about the nature of the research, as this was explained in the letter accompanying the questionnaire and which every teacher received, or by the sort of questions that were asked, then the answer to this question would probably show a certain connection with gender and/or age. To check whether this was indeed the case, we compared the structure of our sample with that of the population. The differences in division into age and gender proved to be very small. So there is no reason to assume that teachers who did or did not participate in this research form clear, distinguishable groups as far as personality or job satisfaction is concerned.

Finally the - most difficult - question: to which extent can we draw conclusions from this cross sectional research regarding the development of the person involved?

There are two reasons why we should be very careful with this. The first reason concerns the structure of the groups: over the years teachers enter and depart from the educational system - in all age groups. There are for instance people who worked in a company or in the household first, and who did not start working as a teacher until their 40th year. Consequently, not every teacher has the same teaching history. More women leave education than men, on all age levels. Men move on more to higher functions than women. It is also clear that the extent in which teachers moved on to another profession has not always been the same. The amount in which professional alternatives for teachers were available, has been subjected to strong fluctuations over the last years. After the 55th year the outflow increases, both among men and women.

The score patterns of the nine age groups distinguished by me show a fairly regular picture, with the exception of the two highest age groups. The latter is probably caused by the fact that in this stage many teachers leave education as a result of - psychological - disablement. In other words, the older teachers who remain do not provide reliable information concerning psychological development. Even though many young teachers leave the educational system as well, in general we do not see any striking developments which could be related to this.

Erickson (1968) found as a result of his research, that the question whether - American - teachers left education after a few years or remained, has more to do with social prestige that is attributed to the profession of teacher by their family and friends than with the job satisfaction of the person involved. If this applies to the Dutch teacher as well, it means that more value can be attributed to this research as far as psychological development is concerned than the outflow seems to justify.

The second reason to be reticent in the interpretation of the results as indications about the development of teachers, concerns the variety in historical background of teachers of different ages. The teacher who was a student at the end of the sixties, beginning of the seventies received a different education than his colleague who was a student in the conformist fifties. The young teacher nowadays who is glad to have found a job as a teacher has different feelings regarding his job choice than his older colleagues, who could pick and choose jobs as they liked.

On the ground of these thoughts I would like to conclude that the results of this research give a reasonably reliable picture of the differences between teachers of different ages. The question to which extent these questions are determined by the factor age or by other factors, cannot be answered fully on the basis of this research.

Literature about adult development is mainly concerned with men. Roughly outlined, this development is the following: in the stage of young adulthood one is directed strongly toward the outside world. From a developmental point of view little happens, and that is why this is called a second latency stage. After the 35th year the midlife crisis sets in. At first a central position is occupied by the question whether one really wishes one's life the way it has been organized up to now. Work plays an important part in this. One gradually realizes that one does not belong to the young anymore. One draws up the balance-sheet, and starts to reflect on the manner in which one will organize the next stage, that of middle age. The attention shifts from self interest to a feeling of responsibility for the state in which the world is handed over to the next generation (generativity). After the midlife crisis one reaches - from a developmental point of view - calmer pastures. As far as the middle aged stage has been investigated, this stage of life seems to be quiet and satisfactory.

When we view the results of this research against the light of this short outline, the following similarities and differences become apparent.

The opinions of young adults do not show the stagnancy suggested by the term 'second latency stage'. Taking distance from 'youthful' opinions - and thereby from youth - is a process which takes place gradually.

The midlife crisis does indeed begin shortly after the 35th year and work plays an important role in it. Also in agreement with 'the' theory is the development of what is called 'generativity' in the age of about 42-45. The newly acquired attitude however does not remain, and seems to be linked with having teenage children.

The stage of middle age does not show the psychological rest usually ascribed to it. On the contrary. It is characterized by a certain rigidity and tension.

The development of women differs clearly from that of men. Women's midlife crisis starts a few years later, probably because in the midlife crisis questions about work are central at first, and the career occupies a less important place for women. Moreover, it is a shortlived crisis (39-43). The period of 43 to 45 is one of great vitality and relative happiness. Just as among men, the years 46 to 55 form a relatively difficult period.

For the younger teacher the orientation is hardly related to the question whether or not he will find satisfaction in the profession of teacher.

A high amount of personal orientation proves a great starting point for satisfaction with the job of teacher. This however does not mean that such an orientation is a guarantee for a high job satisfaction; there are exceptions. We see for instance that the teacher of social science has the highest personal orientation compared to teachers of other subjects, and yet experiences the least job satisfaction. On the other hand we see that the teacher in the age of 56 to 60 combines a high degree of satisfaction with a relatively small personal orientation.

The data concerning the outflow of teachers and their age construction proves that the outflow among female teachers in all age categories between 25 and 60 is much higher among men. The increasing job satisfaction at first - contrary to what we find among men - and the higher level of general job satisfaction - compared to men - could be the result of this.

Another important difference between men and women concerns the fact that the latter often have a part time job. This could also explain the relati-

vely high job satisfaction among women. Frequent remarks on the questionnaire such as 'if I had a full time job, I would probably judge my working situation less favourably' point in this direction.
If we take as a starting point the fact that the percentage of teachers in this research with a part time job concurs with the numbers in the population, then on the basis of table 31 the job satisfaction scores can be calculated for teachers with a full time job only. I did this and calculated an average general satisfaction for men and women of 3.14 and 3.15 respectively. Although we see that many women stop working as a teacher, the job satisfaction of female teachers is still on approximately the same level as that of their male colleagues.

As a result of the unfavourable situation on the job market, it must be feared that in future women will not decide to quit their jobs for a couple of years in the same numbers as they used to. This means that in some cases women will continue to work against their will in order to keep their job for later. Nobody benefits from such a state of affairs. On the contrary: it is unfavourable both for the person involved and for the job market.

SUMMARY

Till about a decade or so ago, the predominant view in developmental literature was that nothing of significance takes place in the personality during the midlife period. In recent years more attention has been paid to this 'recently discovered territory', with a special emphasis on the so-called midlife crisis. This period has been characterized as the transition from

- extravert to introvert (Jung)
- outer world to inner world (Neugarten)
- radical to tolerant (Jaques)

These years (from about 37 to 42) are perceived as the last opportunity to decide to live according to one's own identity. One starts to question the values that have been considered important to guide life's work, which may result in a 'midcareer crisis'.

During the midlife crisis men (most research has been done among 'middle class white men') realize that they are not young anymore. They have to adjust their goals and idealistic hopes to what, at this stage, they perceive to be realistic future possibilities.

According to Erikson, in this stage of life men grow to 'generativity'. This is primarliy the concern for establishing and guiding the next generation. For the high school teacher the midlife crisis must have some specific implications. The notion not to belong to the younger generation anymore (and not to be regarded any longer by the pupils as a young man or woman) creates a new situation. On the other hand, growth to generativity offers the very basis for a new kind of contact with the pupils.

One would expect that principles of adult development had been the starting point for research on job satisfaction among teachers. A review of the research literature in this field makes clear however, that this is not the case. For example, the discrimination of age groups is never in line with and sometimes even contrary to findings in research on adult development. Rosenberg and Farrell (1976) suggest that the development in adulthood might be influenced by two personality traits which underly the following typology (see figure on the next page). A research project has been started to investigate the development of satisfaction, crisis and orientation

Figure

	Open Confrontation with Crisis	Denial of Crisis
Satisfied	1. Assess past and present with conscious sense of satisfaction. Few symptoms of distress. Open to own feelings. Acceptance of outgroups. Feels in control of fate.	2. Overtly satisfied. Attitudinally rigid. Denies feelings. High authoritarianism. High on covert depressions and anxiety. High in symptom formation. Merton's Ritualistic Conformer
Dissatisfied	3. High alienation. Active identity struggle. Ego-oriented uninvolved interpersonally. Low authoritatianism	4. Highest in authoritarianism. Conflict with children. Dissatisfaction associated with environmental factors

Rosenberg and Farrell, 1976, p 165/166

among high school teachers. For this purpose the following instruments have been constructed.

a) Orientation scales

About 15 items were generated representing teacher attitudes or behaviour for each of these four types. Through factor analysis three factors were identified representing the following major interests:

- personal contact (1 + 3)[1]
- organization and administration (2)[1]
- subject matter (4)[1]

These orientations have been interpreted as 'personal', 'structural' and 'subject competent' respectively.

b) Satisfaction scales

For the measurement of teacher satisfaction six scales have been constructed: general job satisfaction, satisfaction with school management, job content, working conditions (wages and hours of work), colleagues and promotional opportunities.

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[1] In parentheses the corresponding types of Rosenberg and Farrell

c) Crisis scale
Finally a nine-item crisis scale has been developed.
The three orientation scales, 6 satisfaction scales and the crisis scale added up to 10 scales with a total of 96 items. These items were incorporated in a questionnaire in a random sequence; the questionnaire has been completed by 1503 male and 549 female high school teachers.

SOME MAJOR FINDINGS

Job Satisfaction

General job satisfaction appeared to be primarily associated with job content (r = .68 and .69)[1].

Job satisfaction and orientation

General job satisfaction is positively correlated with 'personal orientation' (.40 and .33).

Crisis

Crisis is negatively correlated with general job satisfaction (-.59 and -.53).
Crisis is hardly correlated with any of the three orientations.

Job satisfaction and age

The correlations between job satisfaction and age are low. On this ground most investigators - who find similar results - conclude that there appears to be no relationship between age and job satisfaction. The literature about the midlife and midcareer crisis however suggests that, if there should be any connection between these two variables at all, this would probably have a none linear character. For this reason we computed the scale scores of each of the following 9 age groups:

	age	-30	31/5	36/8	39/42	43/5	46/50	51/5	56/60	61/5
	group	1	2	3	4	5	6	7	8	9
N	men	271	357	206	207	120	140	119	70	13
	women	202	91	57	58	39	46	37	10	9

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[1] Correlations are mentioned for men and women respectively.

- For men, job satisfaction scores are lowest for the age groups 6 and 7 (45- 55 years old). For women these scores are lowest for age group 1. The growing job satisfaction for women is perhaps related to the great outflow of female teachers.
- Job satisfaction scores are highest for - male and female - teachers at the age of 55-65. Perhaps this is due to the great 'burn-out' among older teachers, which may result in 'the survival of the happiest'.

Orientation

There is a negative correlation between the orientations 'personal' and 'subject competent' (-.44 and -.44).

As we said already 'personal orientation' is positively correlated with general job satisfaction.

There is a positive correlation between age and the orientation 'subject competent' (.30 and .33). Obviously the older teacher is inclined to stress the interest of the subject matter.

Crisis and age

Relatively high scores have been found for men at the age of 36-55 and for women at the age of 39-42 and 46-55.

Conform the midcareer crisis literature, in the beginning the crisis among men is connected with concerns about professional perspectives. The long duration of the crisis may be typical for high school teachers. It seems that generativity does not provide a basis for a new relationship with pupils. This would be in line with the generativity scores we found among the different age groups of men. After the age of 45 these scores show a gradual decline. According to Erikson generativity is a new, lasting stage in psychological growth. Our data suggest that the departure of the children implies the departure of generativity.

- Orientation scores are related to the subject matter taught by a teacher. Teachers of more academic subjects score relatively high on 'subject competent' and low on 'personal'. Teachers of more societal subjects show higher scores on 'structural' and teachers of more cultural subjects lower scores on 'structural'.

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Appendix A Average scale and item score p

AVERAGE SCALE SCORE PER AGE G

	1	2	3	4
	N = 271	357	206	207
Scale 1	3.25	3.18	3.15	3.13
Scale 2	3.53	3.47	3.44	3.52
Scale 3	3.66	3.63	3.53	3.57
Scale 4	3.17	3.21	3.27	3.27
Scale 5	3.62	3.65	3.61	3.56
Scale 6	2.49	2.30	2.17	2.18
Scale 7	3.87	3.87	3.82	3.79
Scale 8	2.85	2.94	3.11	3.17
Scale 9	2.87	2.84	2.77	2.75
Scale 10	3.03	3.08	3.23	3.20

er age group, for men and women separately

ROUP FOR MEN

5	6	7	8	9
120	140	119	70	13
3.18	3.08	3.13	3.57	3.63
3.69	3.50	3.69	3.97	4.09
3.51	3.43	3.42	3.60	3.78
3.45	3.47	3.42	3.67	3.85
3.66	3.58	3.70	3.88	3.86
2.26	2.35	2.42	2.60	2.63
3.82	3.74	3.68	3.76	3.97
3.12	3.25	3.34	3.37	3.39
2.69	2.62	2.66	2.51	2.45
3.17	3.23	3.21	3.01	3.07

AVERAGE ITEM SCORE PER AGE GROUP FOR MEN

Item nr.	1	2	3	4	5	6	7	8	9
N =	271	357	206	207	120	140	119	70	13
1	2.79	2.66	2.73	2.78	2.60	2.65	2.60	3.21	3.62
2	2.36	2.28	2.21	2.31	2.17	2.38	2.19	2.30	2.31
3	1.93	1.95	2.06	2.06	2.08	2.19	2.41	2.30	2.08
4	3.72	3.63	3.80	3.76	3.82	3.94	3.89	4.00	4.08
5	2.08	2.22	2.25	2.30	2.04	2.38	2.22	1.93	1.77
6	3.57	3.66	3.68	3.77	3.89	3.90	4.01	4.17	4.08
7	2.19	2.19	2.36	2.32	2.18	2.50	2.51	2.09	2.08
8	3.74	3.71	3.74	3.64	3.70	3.61	3.55	3.61	3.46
9	2.39	2.54	2.57	2.74	2.75	3.01	2.99	3.17	3.38
10	4.19	4.13	4.11	4.04	4.24	4.16	4.09	4.04	4.23
11	2.54	2.41	2.18	2.01	2.05	2.12	1.88	1.69	1.92
12	2.00	2.05	2.10	2.11	2.11	2.19	2.18	1.96	2.23
13	2.26	2.12	2.22	2.28	2.21	2.35	2.08	2.06	2.38
14	3.90	3.83	3.85	3.74	3.86	3.76	3.72	3.91	4.00
15	2.96	3.16	3.43	3.57	3.81	3.97	3.99	4.21	4.25
16	3.28	3.21	3.47	3.58	3.34	3.45	3.47	3.41	3.85
17	3.24	3.41	3.41	3.60	3.38	3.59	3.70	3.81	4.08
18	3.12	3.28	3.51	3.72	3.48	3.73	3.77	3.76	3.46
19	4.08	4.05	4.06	4.17	4.19	4.14	3.97	4.36	4.23
20	2.50	2.40	2.35	2.29	2.45	2.66	2.66	3.07	2.92
21	3.12	3.09	3.21	3.19	3.32	3.09	2.99	2.27	2.69
22	4.14	4.21	4.16	4.15	4.13	4.14	4.12	4.17	4.23
23	3.30	3.31	3.31	3.38	3.37	3.43	3.31	3.70	3.38
24	4.03	4.06	4.00	4.00	4.00	3.96	3.83	4.03	4.23
25	3.91	3.93	3.81	3.80	4.02	3.90	4.04	4.27	4.08
26	3.44	3.29	3.34	3.35	3.48	3.41	3.66	4.00	4.15
27	2.49	2.47	2.42	2.49	2.28	2.24	2.30	2.16	1.75
28	3.38	3.25	3.20	3.21	3.12	3.03	3.15	3.71	3.62
29	4.01	3.96	3.93	3.95	3.96	4.04	3.88	4.01	4.38
30	3.82	3.76	3.66	3.47	3.35	3.31	3.16	3.01	3.08
31	3.56	3.61	3.73	3.65	3.64	3.62	3.50	3.16	3.31
32	2.33	2.53	2.58	2.69	2.70	2.82	2.93	2.86	3.08
33	2.50	2.32	2.50	2.43	2.46	2.51	2.54	2.40	2.00
34	2.85	3.02	3.16	3.04	3.18	3.04	3.34	3.56	3.23
35	2.55	2.64	2.71	2.64	2.61	2.66	2.52	1.96	1.85
36	3.31	3.32	3.36	3.40	3.51	3.40	3.35	3.74	3.77
37	2.86	2.87	3.05	2.99	3.16	3.23	3.18	3.26	3.85
38	2.43	2.55	2.74	2.72	2.71	2.86	3.11	2.90	2.54
39	3.99	4.10	4.01	4.05	4.00	3.94	3.97	4.04	4.23
40	3.54	3.82	3.98	3.98	4.00	3.94	3.83	3.74	3.85
41	3.29	3.27	3.33	3.33	3.35	3.22	3.27	3.53	3.69
42	2.30	2.20	2.41	2.36	2.42	2.60	2.62	2.54	2.31
43	2.65	2.72	2.54	2.58	2.60	2.49	2.51	2.34	2.15
44	2.10	2.15	2.26	2.36	2.37	2.38	2.52	2.39	2.58
45	3.95	3.98	3.97	3.86	3.86	3.86	3.83	3.90	4.00
46	3.77	3.79	3.80	3.82	3.93	3.87	3.97	4.13	4.31
47	2.96	2.82	3.04	2.81	2.56	2.60	2.72	2.36	2.46
48	2.39	2.51	2.62	2.62	2.45	2.63	2.63	1.89	1.69
49	2.66	2.67	2.74	2.90	3.07	2.76	2.86	2.89	2.38
50	2.91	3.07	3.10	3.18	3.27	3.26	3.24	3.25	3.38
51	3.99	3.97	3.91	3.94	3.92	3.81	3.81	3.81	3.92

BEST COPY AVAILABLE

Item nr.	1	2	3	4	5	6	7	8	9
52	3.25	3.37	3.57	3.55	3.55	3.57	3.48	3.41	3.62
53	3.27	3.37	3.41	3.27	3.55	3.52	3.60	3.91	3.85
54	2.98	2.98	3.05	2.86	3.05	2.97	3.11	3.36	3.46
55	2.59	2.58	2.70	2.69	2.58	2.78	2.73	2.74	2.46
56	3.30	2.99	2.81	2.67	2.72	2.41	2.45	2.69	2.92
57	2.78	2.76	3.00	2.96	2.94	2.99	3.31	3.19	3.38
58	3.17	3.25	3.42	3.45	3.70	3.55	3.69	3.74	3.46
59	2.39	2.40	2.57	2.58	2.68	2.81	2.82	2.60	2.46
60	3.66	3.88	4.11	4.09	4.01	3.99	3.93	3.80	3.77
61	2.36	2.42	2.46	2.59	2.29	2.70	2.66	2.50	2.77
62	4.10	4.08	4.05	4.03	4.07	4.00	3.93	4.07	4.31
63	3.40	3.40	3.35	3.23	3.47	3.27	3.45	3.46	3.69
64	2.04	2.06	2.14	2.10	2.13	2.25	2.29	2.23	2.15
65	2.70	2.53	2.38	2.06	2.19	2.18	2.10	1.96	1.85
66	2.50	2.54	2.66	2.48	2.27	2.49	2.36	2.13	2.23
67	2.54	2.55	2.80	2.68	2.83	2.91	2.72	3.21	3.31
68	3.53	3.47	3.41	3.37	3.43	3.30	3.37	3.83	4.15
69	2.97	3.20	3.38	3.30	3.30	3.56	3.53	3.71	3.69
70	3.31	3.34	3.51	3.34	3.33	3.35	3.33	3.06	3.23
71	2.41	2.54	2.72	2.79	2.77	3.10	3.03	3.29	3.00
72	3.01	2.90	3.13	3.00	2.97	3.15	3.19	3.21	2.85
73	3.18	3.00	2.80	2.86	2.77	2.66	2.69	3.01	3.23
74	2.29	2.36	2.51	2.51	2.49	2.49	2.36	2.24	1.92
75	2.78	2.86	2.95	2.97	2.92	3.09	3.05	2.39	2.23
76	4.23	4.32	4.26	4.24	4.32	4.17	4.14	4.31	4.38
77	2.56	2.68	2.66	2.64	2.59	2.40	2.63	2.27	2.69
78	2.07	2.01	2.25	2.15	2.18	2.22	2.34	1.93	1.85
79	2.29	2.50	2.76	2.81	2.76	3.01	3.21	3.26	3.00
80	3.93	3.80	3.79	3.72	3.72	3.71	3.65	3.84	4.31
81	3.11	3.20	3.28	3.15	3.37	3.43	3.50	3.62	4.08
82	2.36	2.31	2.39	2.26	2.42	2.40	2.51	2.94	2.62
83	3.66	3.65	3.53	3.54	3.47	3.40	3.39	3.53	4.08
84	3.74	3.77	3.78	3.76	3.87	3.80	3.71	3.63	4.00
85	3.47	3.41	3.41	3.29	3.36	3.22	3.28	3.24	3.77
86	3.47	3.45	3.68	3.59	3.58	3.78	3.76	3.90	4.46
87	3.02	3.13	3.19	3.00	2.84	3.14	2.79	2.44	2.15
88	2.67	2.51	2.42	2.50	2.58	2.62	2.78	2.84	3.23
89	2.55	2.43	2.41	2.34	2.38	2.50	2.40	2.41	2.85
90	3.31	3.31	3.35	3.37	3.41	3.41	3.66	3.94	3.83
91	3.58	3.63	3.57	3.70	3.90	3.73	3.92	4.17	4.23
92	3.87	3.79	3.75	3.71	3.67	3.71	3.68	3.91	4.15
93	3.38	3.50	3.60	3.48	3.60	3.56	3.58	3.46	3.08
94	2.53	2.66	2.91	2.93	2.96	3.04	2.97	2.87	2.77
95	3.05	3.12	3.24	3.11	3.36	3.54	3.37	3.51	3.17
96	2.75	2.86	2.66	2.67	2.55	2.59	2.67	2.43	2.08

AVERAGE SCALE SCORE PER AGE G

	1	2	3	4
N =	202	91	57	58
Scale 1	3.24	3.29	3.33	3.34
Scale 2	3.43	3.52	3.54	3.47
Scale 3	3.64	3.60	3.69	3.62
Scale 4	3.10	3.32	3.22	3.26
Scale 5	3.70	3.59	3.62	3.65
Scale 6	2.58	2.60	2.39	2.43
Scale 7	3.94	3.86	3.82	3.88
Scale 8	2.76	2.82	3.02	3.00
Scale 9	2.66	2.57	2.52	2.45
Scale 10	3.11	3.08	3.02	3.14

ROUP FOR WOMEN

5	6	7	8	9
39	46	37	10	9
3.43	3.40	3.36	3.74	3.87
3.63	3.63	3.92	3.85	4.02
3.72	3.58	3.53	3.69	3.99
3.47	3.37	3.34	3.40	3.70
3.63	3.68	3.87	3.87	3.75
2.63	2.41	2.48	2.65	2.78
3.81	3.78	3.93	3.81	3.98
2.99	3.16	3.23	3.37	3.52
2.56	2.40	2.59	2.47	2.44
3.04	3.12	3.15	2.91	2.89

AVERAGE ITEM SCORE PER AGE GROUP FOR WOMEN

Item nr.	1	2	3	4	5	6	7	8	9
N =	202	91	57	58	39	46	37	10	9
1	2.73	2.90	2.86	2.86	3.00	3.07	3.14	3.60	3.67
2	2.17	1.93	2.07	1.95	2.18	2.11	2.25	2.20	2.11
3	1.87	1.86	1.95	1.83	1.97	2.22	2.00	2.22	2.44
4	3.63	3.73	3.68	3.67	3.68	3.71	3.86	3.80	4.00
5	2.26	2.10	2.21	2.22	2.18	2.16	1.89	2.40	1.67
6	3.62	4.10	3.98	3.98	3.97	4.34	4.11	4.20	4.22
7	2.13	2.01	2.12	1.84	2.03	2.11	2.11	2.20	2.00
8	3.72	3.61	3.49	3.62	3.62	3.53	3.94	3.90	4.22
9	2.50	2.41	2.68	2.84	2.67	2.93	2.81	2.80	3.11
10	4.18	4.21	4.32	4.19	4.03	4.11	4.19	4.10	3.89
11	2.77	2.69	2.33	2.09	2.33	1.96	1.92	1.90	2.00
12	2.03	2.09	1.98	2.02	1.87	2.09	2.06	2.10	1.78
13	2.13	2.32	2.00	2.31	2.05	2.22	2.00	1.90	1.78
14	3.86	3.84	3.98	3.97	4.10	4.09	4.14	4.00	4.11
15	2.75	3.20	3.16	3.41	3.33	3.67	3.73	4.20	4.11
16	3.36	3.27	3.29	3.54	3.45	3.43	3.19	2.70	4.22
17	3.23	3.04	3.46	3.33	3.61	3.61	3.68	4.10	3.78
18	2.86	3.12	3.70	3.56	3.45	3.63	3.84	3.80	4.11
19	4.01	4.09	4.14	4.26	4.15	4.29	4.24	3.90	4.44
20	2.61	2.68	2.35	2.53	2.67	2.57	2.67	2.78	3.11
21	3.07	3.00	2.65	2.71	2.62	2.71	2.64	2.10	2.11
22	4.23	4.21	4.14	4.26	4.41	4.24	4.30	4.30	4.44
23	3.74	3.60	3.79	3.74	3.82	3.80	3.70	3.50	3.22
24	4.18	4.07	4.04	4.17	4.08	4.02	4.19	3.90	4.11
25	3.97	3.89	3.77	3.98	4.03	3.89	4.17	4.30	4.11
26	3.34	3.37	3.46	3.22	3.41	3.39	3.76	4.20	4.00
27	2.42	2.06	2.23	2.09	1.87	2.05	2.05	2.00	2.44
28	3.45	3.27	3.35	3.36	3.41	3.47	3.38	4.30	4.00
29	4.13	3.87	3.89	3.95	3.87	3.93	4.05	4.10	4.44
30	3.80	3.43	3.18	3.26	3.21	3.20	3.43	2.50	3.00
31	3.65	3.61	3.60	3.58	3.62	3.53	3.54	3.20	3.33
32	2.20	2.27	2.63	2.40	2.54	2.40	2.70	2.60	3.56
33	2.40	2.46	2.16	2.60	2.36	2.62	2.46	2.20	2.22
34	2.95	2.89	3.05	2.95	3.05	3.31	3.38	3.40	3.67
35	2.52	2.47	2.46	2.45	2.33	2.09	2.30	1.60	1.78
36	3.37	3.34	3.35	3.64	3.38	3.51	3.68	3.60	4.11
37	2.84	3.02	3.36	3.52	3.38	3.56	3.38	3.80	3.44
38	2.28	2.30	2.29	2.55	2.50	2.56	2.81	2.80	1.89
39	4.01	3.98	4.04	4.07	4.18	3.98	4.00	4.10	4.56
40	3.35	3.51	3.57	3.60	3.37	3.63	3.70	3.40	3.22
41	3.37	3.38	3.33	3.57	3.54	3.43	3.43	3.30	4.33
42	2.20	2.42	2.35	2.45	2.36	2.33	2.41	2.50	2.56
43	2.29	2.18	2.51	2.17	2.49	2.16	2.32	1.30	1.78
44	2.05	1.97	2.26	2.19	2.13	2.48	2.51	2.90	2.78
45	4.09	3.97	3.87	3.96	3.70	3.84	4.00	3.80	3.44
46	3.70	3.84	3.91	3.76	3.77	4.02	4.14	3.90	4.44
47	3.13	3.01	2.96	3.05	2.74	2.83	2.62	2.60	2.22
48	2.49	2.42	2.14	2.38	2.18	2.18	2.22	1.80	1.67
49	2.87	2.82	2.74	2.63	3.11	3.09	3.28	2.30	3.44
50	3.30	3.47	3.48	3.24	3.28	3.59	3.19	3.00	3.56
51	4.08	4.00	3.98	3.86	3.85	3.67	3.86	3.60	4.00
52	3.39	3.46	3.33	3.58	3.21	3.78	3.76	3.60	3.67
53	3.27	3.18	3.21	3.38	3.38	3.46	3.81	3.90	3.78

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Item nr.	1	2	3	4	5	6	7	8	9
54	3.14	3.08	3.06	3.22	3.38	3.33	3.32	3.70	4.00
55	2.54	2.47	2.56	2.31	2.36	2.76	2.73	2.90	2.56
56	3.36	3.21	3.14	3.00	2.92	2.83	2.78	2.90	3.67
57	2.70	2.85	2.87	2.69	2.82	2.98	3.03	2.80	3.89
58	3.11	3.16	3.14	3.57	3.26	3.57	3.54	3.70	3.56
59	2.46	2.46	2.53	2.46	2.27	2.58	2.69	2.60	2.22
60	3.67	3.68	3.80	3.93	3.59	3.93	3.81	3.70	3.78
61	2.39	2.31	2.43	2.53	2.62	2.45	2.47	2.50	2.44
62	4.26	4.27	4.29	4.32	4.08	4.15	4.35	4.10	4.56
63	3.47	3.46	3.34	3.35	3.18	3.35	3.46	4.00	4.22
64	1.98	2.02	2.09	2.12	2.31	2.13	2.14	2.60	2.00
65	2.88	2.63	2.47	2.25	2.36	2.35	2.16	1.90	1.89
66	2.66	2.55	2.51	2.57	2.26	2.46	2.24	2.20	2.56
67	2.49	2.64	2.42	2.53	2.74	2.50	2.42	2.40	3.44
68	3.57	3.68	3.63	3.67	3.63	3.78	3.59	4.10	4.11
69	2.88	3.21	3.35	3.29	3.23	3.30	3.30	3.70	3.67
70	3.48	3.43	3.24	3.44	3.33	3.30	3.16	3.10	3.11
71	2.45	2.36	2.53	2.48	2.54	2.70	2.68	2.40	3.22
72	2.93	2.97	2.80	3.00	2.62	2.89	3.16	3.00	3.11
73	3.24	2.93	3.05	3.07	3.08	3.11	2.92	3.60	3.44
74	2.24	2.37	2.49	2.33	2.36	2.43	2.16	1.80	2.78
75	3.08	2.99	2.98	2.90	2.79	2.84	3.03	2.30	2.33
76	4.27	4.33	4.19	4.29	4.21	4.24	4.35	4.20	4.56
77	2.52	2.38	2.39	2.38	2.42	2.43	2.65	2.90	2.56
78	2.47	2.21	2.21	2.32	2.13	2.13	2.22	2.10	2.00
79	2.49	2.44	2.58	2.93	2.56	3.02	2.95	3.40	3.22
80	3.95	3.88	4.00	4.05	3.95	3.95	3.84	3.80	4.44
81	2.87	3.10	3.04	3.03	3.31	3.42	3.11	3.60	3.67
82	2.40	2.47	2.47	2.47	2.49	2.51	2.54	2.90	2.89
83	3.68	3.73	3.50	3.74	3.82	3.54	3.73	4.10	4.44
84	3.87	3.90	3.81	3.79	3.79	3.83	3.92	4.20	3.33
85	3.66	3.48	3.57	3.60	3.38	3.27	3.43	3.30	3.11
86	3.25	3.22	3.38	3.43	3.51	3.64	3.68	3.70	4.00
87	3.09	2.99	3.07	3.05	2.87	2.83	2.49	2.40	2.44
88	2.72	2.90	2.64	2.70	2.79	2.63	2.76	2.89	3.00
89	2.54	2.66	2.64	2.60	2.62	2.59	2.30	2.40	2.44
90	3.34	3.34	3.43	3.58	3.62	3.71	3.51	4.20	4.00
91	3.53	3.56	3.63	3.66	3.87	3.93	4.27	4.00	4.33
92	4.06	3.88	3.86	4.02	3.72	3.89	4.03	3.80	3.22
93	3.53	3.38	3.33	3.57	2.92	3.43	3.68	3.00	2.56
94	2.54	2.68	2.68	2.74	2.71	2.87	3.08	2.90	3.11
95	3.24	3.10	3.02	3.43	3.08	3.42	3.54	3.00	2.78
96	2.85	2.81	2.89	2.84	2.58	2.93	2.97	3.20	2.44

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Appendix B Average score on scale 1 (general JS) divided by O-scale into high and low scorers

MEN

O-scale										
7	low	3.15	3.00	2.94	2.92	2.97	2.93	2.98	3.38	3.04
	N =	129	173	108	112	60	80	75	42	5
	high	3.33	3.36	3.38	3.37	3.39	3.29	3.38	3.85	3.99
	N =	142	184	98	95	60	60	44	28	8
8	low	3.30	3.24	3.28	3.24	3.27	3.29	3.28	3.78	3.90
	N =	177	203	89	79	52	50	31	15	5
	high	3.16	3.12	3.05	3.06	3.12	2.97	3.07	3.51	3.46
	N =	94	154	117	128	68	90	88	55	8
9	low	3.14	3.14	3.09	3.19	3.12	2.96	3.06	3.55	3.36
	N =	103	153	102	101	60	76	58	44	8
	high	3.31	3.22	3.20	3.07	3.25	3.24	3.19	3.60	4.06
	N =	168	204	104	106	60	64	61	26	5

WOMEN

7	low	3.06	2.97	3.15	3.04	3.27	3.26	3.28	3.79	4.21
	N =	72	37	29	27	22	29	15	6	3
	high	3.33	3.51	3.52	3.60	3.64	3.66	3.41	3.68	3.70
	N =	130	54	28	31	17	17	22	4	6
8	low	3.24	3.38	3.36	3.48	3.50	3.46	3.53	3.40	3.64
	N =	145	64	27	30	21	19	13	3	2
	high	3.23	3.08	3.31	3.19	3.35	3.37	3.27	3.89	3.94
	N =	57	27	30	28	18	27	24	7	7
9	low	3.20	3.30	3.37	3.28	3.38	3.38	3.30	3.90	4.21
	N =	108	54	36	38	23	31	21	6	5
	high	3.28	3.27	3.27	3.46	3.51	3.45	3.44	3.50	3.45
	N =	94	37	21	20	16	15	16	4	4

Appendix C Average score on scale 10 (crisis) divided by 0-scale into high and low scorers (for N's: see appendix B)

0-scale				MEN					
7 low	3.03	3.09	3.28	3.24	3.16	3.23	3.15	3.05	3.24
high	3.03	3.08	3.18	3.15	3.17	3.23	3.33	2.95	2.96
8 low	3.02	3.06	3.19	3.19	3.11	3.08	3.18	2.78	3.09
high	3.05	3.12	3.26	3.21	3.21	3.31	3.23	3.07	3.06
9 low	3.03	3.09	3.26	3.15	3.20	3.30	3.18	3.00	3.12
high	3.03	3.08	3.21	3.24	3.13	3.15	3.24	3.03	3.00

				WOMEN					
7 low	3.12	3.19	3.04	3.17	3.01	3.14	2.93	2.94	2.44
high	3.10	3.01	3.00	3.12	3.07	3.08	3.30	2.86	3.11
8 low	3.12	3.02	3.04	2.99	3.02	3.17	3.09	3.00	3.56
high	3.08	3.21	3.00	3.31	3.06	3.08	3.19	2.87	2.70
9 low	3.16	3.07	3.02	3.13	3.09	3.19	3.17	3.04	2.87
high	3.05	3.09	3.01	3.18	2.97	2.97	3.13	2.72	2.92

Appendix D Scores of women on item 93 'Sometimes I find my work very hard' divided into age groups and whether or not they have children

with children	3.36	3.15	3.38	3.49	2.96	3.29	3.70	2.00	3.33
N =	33	53	34	39	27	31	23	4	3
without children	3.57	3.71	3.26	3.74	2.83	3.71	3.64	3.67	2.17
N =	169	38	23	19	12	14	14	6	6

Scores of women on item 96 'A teacher has little time for himself or his family' divided into age groups and whether or not they have children

with children	2.52	2.55	2.74	2.82	2.58	2.76	2.78	2.75	2.67
N =	33	53	34	39	27	31	23	4	3
without children	2.91	3.19	3.13	2.89	2.58	3.14	3.29	3.50	2.33
N =	169	38	23	19	12	14	14	6	6

Appendix E Scores on item 49 'The task of teachers and parents is basically the same' divided into sex, age groups and whether or not one has children

MEN									
with children	2.69	2.66	2.74	2.92	3.11	2.79	2.85	2.65	2.36
N =	68	244	168	193	112	128	105	57	11
without children	2.65	2.69	2.74	2.64	2.71	2.42	2.93	3.92	2.50
N =	203	113	38	14	7	12	14	13	2
WOMEN									
with children	2.88	2.89	2.91	2.62	3.04	3.23	3.32	2.25	3.67
N =	33	53	34	39	27	31	23	4	3
without children	2.86	2.73	2.48	2.67	3.27	2.71	3.21	2.33	3.33
N =	169	38	23	19	12	14	14	6	6

Appendix F

	disagree completely	disagree	neither agree nor disagree	agree	agree completely
1. For me there is no better job than that of teacher					
2. The job of educational specialist in Parliament seems an attractive one to me					
3. One shouldn't show one's emotions as a teacher					
4. Pupils should respect their teachers					
5. The school management doesn't support me enough in conflicts with pupils					
6. I find my salary very reasonable					
7. As a teacher it is difficult to find satisfaction in one's job					
8. My most important task as a teacher is to guide young people on their way to adulthood					
9. I think meetings of the teachersboard and the like are a waste of time					
10. As a teacher one shouldn't avoid confrontation with oneself					
11. Pupils should be allowed to join a committee for the appointment of teachers					
12. I often find teaching unpleasant					
13. I have little contact with my colleagues					
14. The advantages of being a teacher are greater to me than the disadvantages					

	disagree completely	disagree	neither agree nor disagree	agree	agree completely
15. I think I shall remain a teacher for the rest of my - working - life					
16. My relationship with pupils has changed during the last few years					
17. I shall never participate in a sensitivity training					
18. A teacher isn't a youth counsellor					
19. I enjoy explaining something to a class					
20. There are enough promotional opportunities for teachers					
21. I have wondered now and again whether I would have been better off if I had chosen a different profession					
22. When pupils come to me with personal problems, I give them all my time					
23. I would not like to be an inspector of education					
24. It is important that one's work contributes to one's personal growth					
25. I don't think I have been unlucky as regards my colleagues					
26. Every teacher in my school can count on the support of the school management					
27. Compared to other professions, the job of teacher is badly paid.					

	disagree completely	disagree	neither agree nor disagree	agree	agree completely
28. If I could do everything over again, I would certainly become a teacher again					
29. I think it's important to mean something to the pupils personally					
30. I'm always willing to help organize extra-curricular activities					
31. During the last few years I started thinking more about my functioning as a teacher					
32. For a teacher, knowledge of one's subject is more important than knowledge of didactics and psychology					
33. During classes I often feel tensed					
34. I have many good friends among my colleagues					
35. If I got the chance I would take another job					
36. The satisfaction one gets from helping to educate young people, makes up for a lot of things.					
37. If I were asked to do things for a teachers union, I would definitely refuse.					
38. Lately I feel more tensed than a few years ago					
39. In general my contacts with pupils are pleasant					
40. Once you've become a teacher, it is difficult to leave the job					
41. I am proud of my profession					

	disagree completely	disagree	neither agree nor disagree	agree	agree completely
42. I have little contact with individual pupils					
43. I like being chairman at a meeting					
44. Pupils have nothing to do with my personal opinions					
45. I would like people to accept me the way I am					
46. I feel that the school management likes me					
47. If I want things in school regarding equipment, library, etc., it is often thought too expensive					
48. I sometimes regret having become a teacher					
49. The task of teachers and parents is basically the same					
50. I find little attraction in the school management's work					
51. School should provide pupils with the opportunity to be themselves					
52. Pupils have changed a lot over the last few years					
53. The relationships between colleagues are excellent in my school					
54. Compared with other professions, that of teacher offers a lot of satisfaction					
55. If they get the chance, pupils will always try to fool you					
56. I like my work more and more					
57. As a teacher one should strive towards acting as rationally as possible					

	disagree completely	disagree	neither disagree nor agree	agree	agree completely
58. Pupils want to be treated as adults, even though they cannot handle that freedom					
59. I find it strenuous to teach daily					
60. There are hardly any possibilities for the teacher who wants to change his/her job					
61. I would never advise my son to become a teacher					
62. I find it fascinating to see how children develop in the course of time					
63. The school management should leave teachers as free as possible					
64. I usually do not like working together with colleagues					
65. Pupils should have a vote in the appointment of teachers					
66. The school management does not consider teachers enough in it's policy					
67. As a teacher one has an adequate amount of free time					
68. I am very satisfied with my profession					
69. My most important task is to teach pupils my subject					
70. Lately I've begun to think more about the way in which I want to lead my life					
71. I'd rather avoid emotional conflicts					
72. Pupils don't really appreciate one's efforts as a teacher					
73. After the summer holidays I long to see the pupils again					

	disagree completely	disagree	neither agree nor disagree	agree	agree completely
74. If there are problems, you cannot expect a lot of support from one's colleagues in school					
75. The tensions of school often have a negative effect on my private life					
76. The relationship between teacher and pupil should be based on mutual trust					
77. It seems interesting to me to be a member of a school board					
78. At night in bed I often lie awake worrying					
79. Changes in the educational system are hardly ever improvements					
80. I find teaching very fascinating					
81. The equipment in my school is very well organized					
82. No profession has so many positive sides as that of teacher					
83. Contact with young people is the most satisfying aspect of being a teacher					
84. I am worried about the future of the present generation of pupils					
85. I find it fascinating to analyse my conduct after conflicts with pupils					
86. There should be a certain distance between teacher and pupil					
87. The school management excercises a certain pressure on teachers					

	disagree completely	disagree	neither agree nor disagree	agree	agree completely
88. If you want to, you can move higher up as a teacher					
89. The profession of teacher is not more difficult than other professions with a similar level of education					
90. I think it is good for me to remain a teacher					
91. School management and teachers in my school have a pleasant relationship					
92. I like talking about work to my colleagues					
93. Sometimes I find my work very hard					
94. I think many teachers are exaggeratedly understanding about the behaviour of certain pupils					
95. I often feel relieved after the last class of the day					
96. A teacher has little time for himself or his family					